

THE SCHOOL JOURNAL.

"Education is the one living fountain which must water every part of the social garden."

VOL. XXX. NO. 8. Whole No. 696.
Published by E. L. Kellogg & Co., 25 Clinton Place.

NEW YORK, SEPTEMBER 5, 1885:

Terms \$2.50 a year; \$1.00 if paid in advance.
SINGLE COPIES 6 CENTS.

AT THE OPENING OF SCHOOL!

TEACHERS!!

WHO WISH TO GET THE BEST BOOKS

Should not fail to send for Appleton's Complete List of New School Publications and Standard Text-Books.

Among the latest the following are noteworthy:

NATURAL HISTORY SERIES OF APPLETON'S INSTRUCTIVE READING BOOKS.

- No. 1. **Book of Cats and Dogs.** For Little Folks.
- No. 2. **Friends in Feathers and Fur.** For Young Folks.
- No. 3. **Neighbors with Wings and Fins.** For Boys and Girls.
- No. 4. **Neighbors with Claws and Hoofs.** For Young People.
- No. 5. **Glimpses of the Animate World.** For School and Home.

BY PROFESSOR JAMES JOHNNOT.

CAN BE USED WITH ANY SERIES OF READERS.

How We Live. A New Elementary Physiology.

BY PROFESSOR JAMES JOHNNOT AND EUGENE BOUTON, Ph.D.

Johannot's Sentence and Word Book.

Appleton's Chart Primer.

Appleton's Introductory Fourth Reader.

Hodgson's Errors in the Use of English. School Ed. By J. Douglas Christie, B.A.

Krusi's New Manuals of Drawing.

Chichester's Original Drawing-Book.

Whiten's Three Months' Preparation for Reading Xenophon.

Harkness's First Greek Book. Fully Revised.

Appleton's Science Text-Books, including Chemistry, Physiology, Geology,

Zoology, Botany, etc.

Dreysprig's German Verb-Drill.

Quackenbos's Elementary History of the United States. New Revised Ed.

Price list and sample copies for examination, with a view to introduction, will be forwarded free on application.

D. APPLETON & CO., Publishers, New York, Boston, Chicago, and San Francisco.

—NOW READY—

LIPPINCOTT'S

POPULAR SPELLING-BOOK.

12mo. Boards. Price 20 Cents.

The words in the "lessons" of this collection are not arbitrarily selected. The principle of comparison and contrast has been very generally observed. Words having some similarity of sound, with marked divergence in spelling, have been often associated in this compilation. Thus, *merrily*, with its double r, is associated with *verily*, with a single r.

Free use has been made of illustrative selections, chiefly from English poetry. The intention has been to give to this little book what may be called a healthy literary atmosphere.

Considerable attention has been given to orthoepy, and there are several lessons consisting of words often mispronounced. Greater attention is given in this compilation to "homonymes" than they receive in any other Spelling-Book with which we are acquainted.

A Sample Copy will be sent, postpaid, on receipt of price.

The publishers will take pleasure in corresponding with teachers and school officers regarding any changes contemplated in their text-books. Descriptive catalogues, containing full lists of our educational publications, sent to any address on application.

J. B. LIPPINCOTT CO., Publishers,

715 & 717 Market Street, Philadelphia.

SWINTON'S SIXTH or CLASSIC ENGLISH READER.

An Advanced Number in the well-known Series of School Reading Books By Wm. Swinton.

DESIGNED for the UPPER GRADES of GRAMMAR SCHOOLS, and for HIGH SCHOOLS, ACADEMIES and SEMINARIES.

CONTAINING representative selections from the writings of ten British and ten American authors, chronologically arranged, with critical sketches of the Life and Works of each, with annotations.

By its method and scope the Classic English Reader not only provides a manual for advanced classes in keeping with the high character of the general series, but also forms, with its biographical and critical notes, a sterling text-book of English Literature. Cloth. 16mo. 608 pages.

Sent, post-paid, for examination with a view to introduction, on receipt of \$1.00.

IVISON, BLAKEMAN, TAYLOR, & CO., Publishers, 753 & 755 Broadway, N. Y.

Adopted by the School Boards of some of the largest cities of the Union.

MILLER BROS. PENS.

In use in all the departments at Washington.

C. H. BROWNE 19 Bond St., N. Y.

JOHNSON'S GENERAL CYCLOPÆDIA

The Best, Latest and Cheapest.

Thoroughly New and Original.

A work especially adapted to the Family, School and Office. Far superior to any work of the kind ever issued; containing 1,600 pages; new and beautiful engravings; copper-plate maps of each State, and the foreign countries interest and statistical tables; colored charts, etc., etc. It has 26 Associate and 7 Assistant Editors, with contributions from eminent scholars in all parts of the world. The names of the writers are appended to their articles, a feature peculiar to our works alone. It is later than any Cyclopædia published. Territory is fast being allotted. Canvassers are making big money in all sections. Secure field and outfit at once. Over 1,800 sets sold the first month.

Address

{ By subscription only.
Complete in two volumes. }

A. J. JOHNSON & CO., 11 Great Jones Street, New York

NOTE.—We are exchanging quantities of the "People's" even for "Johnson's," and sell former in 3 vols., sheep and half Morocco, at \$8 and \$10 a set.

TEACHERS WANTED.



W. H. Walmsley & Co.
SUCCESSIONS TO
R. & J. BECK,
1916 Chestnut St., Phila.
Microscopes and all
Accessories and Appa-
ratus. Photographic
Outfits for Amate-
urs. Spectacles,
Eye-Glasses, Opera
& Marine Glasses,
etc., etc.

Illustrated Price Lists
mailed free to any address.
Mention this paper in cor-
responding with us.

A. H. ANDREWS & CO.,
SUCCESSIONS TO
BAKER, PRATT & CO.,
GENERAL SCHOOL FURNISHERS,
Manufacturers of the

CELEBRATED
Triumph" & "Paragon"
DOVETAILED
SCHOOL DESKS

Globes Andrews Tellu-
rians, Maps, Anatomical,
Philosophical and Geo-
graphical Charts, Black-
boards, etc.

The latest inventions in School Appa-
ratus for every grade of school. Special
Circulars of any of the above, free on application.

A. H. ANDREWS & CO.,
19 Bond Street, New York.
815 Arch Street, Philadelphia.
27 Franklin Street, Boston.

EIMER & AMEND,
205, 207, 209 and 211 Third Avenue,
NEW YORK.

Importers and Manufacturers of
Chemical Apparatus,
AND
CHEMICALLY PURE
CHEMICALS.
Chemists, Colleges,
Schools, and Laboratories.
Supplied with the best goods at the lowest prices.
Bunsen's Burners and Combustion Furna-
ces, a specialty in manufacture.

NATHANIEL JOHNSON,
MANUFACTURER OF
CHURCH AND SCHOOL FURNITURE,
Reversible Seetees for Sunday-Schools,
KINDERGARTEN TABLES, ETC.
490 Hudson St., New York.

UNMOUNTED PHOTOGRAPHS.

Of ancient and modern works of art, embracing
the masterpieces in

Painting, Sculpture and Architecture.
Together with Reproductions of the best
modern
ENGRAVINGS, ETCHINGS ETC.,
And Views from all parts of the World. Send 10
cents for catalogues of 7,000 subjects.

SOULE PHOTOGRAPH CO.,
338 Washington St., Boston.
AGENTS.

Jas. Pott & Co., 12 Astor Place, New York
Wm. T. Gregg, 316 Broadway, New York
Chas. A. Duhring, 1296 Arch St., Phila.
Household Art Rooms, 24 Adams St., Chicago.

HOME INSURANCE COMPANY OF NEW YORK
Office 119 Broadway. Sixty-third Semi-Annual
Statement, January, 1885.

CASH CAPITAL. \$2,000,000 00
Reserve Premium Fund, 2,847,505 00
Reserve for Unpaid Losses and Claims, 405,798 00
Net Surplus, 1,141,736 00
CASH ASSETS. \$7,305,000 00
SUMMARY OF ASSETS. \$2,351,726 41
Cash in banks, 2,351,726 41
Bonds & Mortgages, being 1st lien on R.I. 1,005,400 00
United States Stocks (market value), 2,845,000 00
Bank & R. R. Stocks & Bonds (market value), 1,000,000 00
State & City Bonds (market value), 225,000 00
Loans on Stocks, payable on demand, 254,000 00
Interest due on 1st January, 1885, 105,682 45
Premiums uncollected & in hands of agents, 356,002 72
Real Estate, 635,183 97
TOTAL, \$7,305,000 00

CHAR. J. MARTIN, President.
D. A. HEALD, V. P.; J. H. WASHBURN, V. P. & S.
T. B. GREENE, and W. L. HURLLOW, Ass't Sec's.

6 Barclay St.,
12 Vesey St.,

E. B. BENJAMIN,

NEW YORK.

Importer and Manufacturer of
SCHOOL AND LABORATORY APPARATUS, PURE CHEMICALS.

Agent for **NON-BLISTERING PLATINUM.**
A very large stock of first-class Apparatus for sale at lowest rate for best goods. Correspondence
solicited.



THE BEST, CHEAPEST, AND MOST DURABLE BLACKBOARD.
TRIED! TESTED!! PROVED!!!

Endorsed by all Superintendents and Teachers wherever used.
Send for full descriptive circular.

A. H. ANDREWS & CO.,
19 Bond Street, New York.
815 Arch Street, Philadelphia.
196 Wabash Avenue, Chicago.

JOSEPH GILLOTT'S
STEEL PENS.

THE FAVORITE NUMBERS, 303, 404, 332, 351, 170,
AND HIS OTHER STYLES
SOLD BY ALL DEALERS THROUGHOUT THE WORLD.

For Fine Writing, No. 1, 303, and Ladler, 170. For Broad Writing, 294, 380,
and Stub Point, 849. For General Writing, 332, 404, 390.

For ARTISTIC USE in fine drawings, No. 659 (the celebrated Crouquill), 290 & 391.

Other styles to suit all hands. Sample Cards, Price Lists, etc., furnished on application.

JOSEPH GILLOTT & SONS, 91 John Street, N. Y. **HENRY HOE, Sole Agent.**

CHICKERING & SONS,

The Largest and Oldest Piano-forte
Manufactory in the United States.

ESTABLISHED 1823.

All persons who contemplate purchas-
ing an instrument are respectfully
requested to call and examine
our splendid assortment of

GRAND, SQUARE, and UPRIGHT
PIANO-FORTES

In Plain and Richly Ornamented Cases.

Piano-fortes of Various Grades to Rent.

Second-hand instruments constantly
for sale.

CHICKERING & SONS,
WAREHOUSES:
180 Fifth Avenue, NEW YORK | 152 Tremont St., BOSTON.



For two years I have ridden my rounds, as a
professional man, on a Columbia Bicycle, aver-
aging ten miles a day. Summer and winter it
has taken me "back of a horse" - T. J. RICHARD-
SON, Sup't. France - a Minneapolis Public School.

THE POPE MFG. CO.
597 WASHINGTON ST. BOSTON MASS.
NEWARK ST. - BRANCH HOUSES - 95 WABASH AVE.
NEW YORK - CHICAGO

STANDARD READING.

Exchanged for
School and College
TEXT-BOOKS.

New Catalogue containing list of the
choicest miscellaneous reading now ready.
* Send list of your books giving dates,
condition, etc., and we will submit offer.

DANIEL VAN WINKLE,
89 Chambers Street. New York City.

BUY THE BEST,
But don't buy until you have seen

STANFORD'S
CELEBRATED
WALL MAPS.

Size 52 x 60 inches.
IMPORTED ONLY BY

HARRIS, ROGERS & CO.
36 Bromfield Street, Boston.
Send for circular. Room 4.

NOW READY!
EDUCATIONAL
TOY MONEY
FOR SCHOOLS.

Any denominations in bulk as
wanted.

Send for Special Circular.
MILTON BRADLEY CO
Springfield, Mass.

FINANCIAL.

INVESTORS should read the 10 years'
business report of THE
J. B. WATKINS LAND MORTGAGE CO., Lawrence, Kas.
in this paper the second week of every month. \$5-
10 per cent interest at 7 to 10 per cent. Not a dollar lost.

ELOCUTION
FREE

on application to Dr. EDWARD BROOKS, A. M., President
Instituted 1873. Chartered 1875. Grants Diplomas and
confers degrees. Large corps of instructors, each a special-
ist. Fall term begins September 29.

PHOTOGRAPHIC OUTFITS

MICROSCOPES,
TELESCOPES,
FIELD-GLASSES,
MAGIC LANTERNS,
BAROMETERS,
THERMOMETERS.

Drawing Instruments, Philosophical and
Chemical Apparatus.

Use and Descriptions of our Ten Catalogues and
FREE on application.

QUEEN & CO.
224 Chestnut St. Philadelphia.

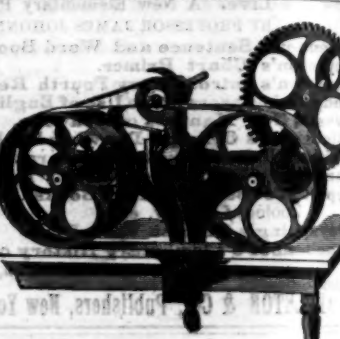
DISFIGURING HUMORS

HUMILIATING
ERUPTIONS
ITCHING
AND
BURNING
TORTURES

AND EVERY SPECIES of Itching, Scaly, Pimply,
A. Scrofulous, and Itch-like Humors cured by the
CUTICURA REMEDY.
CUTICURA REMEDY, the new Blood Purifier, cleans
the blood and perspiration of impurities and po-
tuous elements, and thus removes the cause.
CUTICURA, the great Skin Cure, instantly allays itching
and inflammation, clears the skin and scalp, heals
Ulcers and Sores, and restores the Hair.
CUTICURA SOAP, an exquisite Skin Beautifier and
Toilet Preparation, prepared from CUTICURA, is indis-
pensable in treating Skin Diseases, Baby Humors,
Skin Itchiness, Chapped and Oily Skin.
Sold every where. Price: Cuticura, 50 cents; Soap,
25 cents; Resolvent, \$1.

POTTER DUDY AND CHEMICAL CO.,
BOSTON, MASS.

Send for "HOW TO CURE SKIN DISEASES."



Sibley's Patent Pencil Sharpener.

The Only Practical Lead and Slate Pencil
Sharpener Ever Invented.
Simple, durable, and easily kept in order.
Works rapidly, and makes a fine point.
Warranted to work twice as fast as any
Pencil Sharpener in the market.
Send for descriptive circular to
WILLARD K. SIBLEY, Waltham, Mass.

FOR SCHOOLS.

SPECIAL NUMBERS,
A04, 1073, 71.

Sold by all
dealers in
Station-
ery.

SCHOOLS
on application.

Irwin, Blakeman, Taylor, & Co.
753 & 755 BROADWAY, NEW YORK.

BUCKEYE BELL FOUNDRY.
Bells of Pure Copper and Tin for Churches,
Schools, Fire Alarms, Farms, etc. FULLY
WARRANTED. Catalogue sent Free.
VANDUZEN & TIFT, Cincinnati, O.

New 70 page catalogue of The
National School of Elocution
and Oratory, 1416 & 1418 Chest-
nut Street, Philadelphia, sent

ESTERBROOK'S STEEL
PENS.

No. 333.
EXTRA FINE
Extra Fine.

STANDARD SCHOOL NUMBERS.
333, 444, 128, 105 & 048.
FOR SALE BY ALL STATIONERS.
ESTERBROOK STEEL PEN CO. 26 John St. N. Y.

The School Journal.

ESTABLISHED 1870.

THE SCHOOL JOURNAL.

A WEEKLY JOURNAL OF EDUCATION.

AMOS M. KELLOGG, EDITOR.
JEROME ALLEN, EDITOR.

A FEW SIMPLE POINTS.

1. The price of the SCHOOL JOURNAL for 50 nos. per year, is \$2.00 in advance. If not paid in advance, \$2.50 per year; for 3 months at proportionate rates.
2. Subscriptions always begin with the first number of the current month unless we are otherwise directed.
3. The JOURNAL is usually mailed to subscribers on Thursday of each week.
4. The date on name and address label on each paper, shows up to what date the subscriber has paid.
5. Notify us at once of any change in your address and always give the P. O. at which you are receiving the paper when you wish it changed.
6. We send the JOURNAL until ordered to discontinue it, and the extra copies are paid for at 5 cents each.
7. It will be discontinued at end of subscription if we are not notified beforehand.
8. When we notify you that your paid subscription has expired, please reply at once (1) with \$2.00 for another year; or (2) state when you will pay if you cannot at once; or (3) ask to have the paper stopped.
9. Send money by postal order, draft on New York, or registered letter. Postal notes and bills are not so safe, but are seldom lost if carefully sealed and addressed. Stamps taken for fractions of a dollar. We acknowledge every remittance.
10. All complaints about irregularity of coming of the paper must be made directly to us, and not to our agents.
11. We send the SCHOOL JOURNAL after the paid subscription has expired, for the reason that teachers often have not the money to send at that time, as they are paid quarterly, and even at longer intervals. If the above rules are carefully followed, this plan is entirely unobjectionable.
12. Sample copies, club rates, and large 12-page illustrated premium list sent free to any address.
13. Advertising rates on application to J. I. CHARLOUIS, 25 Clinton Place, N. Y.

E. L. KELLOGG & CO.,

EDUCATIONAL PUBLISHERS,

25 Clinton Place, (8th St.) N. Y.

GENERAL EASTERN AGENTS:

HENRY A. YOUNG & CO., 55 Franklin Street, Boston, Mass.

New York, Sept. 5, 1885.

CONTENTS OF THIS NUMBER.

EDITORIAL:	
Sowing-Reaping. A Bog. A New Microscope. Cultivation of the Memory.	115
EDITORIAL NOTES:	
The Falls of Niagara. Saratoga Summer School. An Incident. Need of Courage. Chautauqua. Use of Tobacco. The University of Michigan. Modern and Ancient Languages.	116
EDUCATIONAL ARTICLE:	
Physics in Graded Schools.	116
THE SCHOOL-ROOM:	
Arithmetical Health-Lifting. By Rev. J. S. Powell.	117
General Exercises for Common Schools. By Rodney H. True.	118
Four Fortunes Waiting to be Claimed.	118
School Government.	118
Methods in Geography.	118
A Few Golden Rules.	119
The Opening of School.	119
Reading Circles.	119
TABLE TALK.	120
FOR THE SCHOLARS:	
Memorial Days. James Fenimore Cooper.	120
Golden Thoughts.	120
Live Answers.	120
Live Questions.	121
Educational Calendar.	121
EDUCATIONAL NOTES:	
Personal.	121
New York City.	121
News of the Week.	122
LETTERS.	123
Questions and Answers.	123
BOOK DEPARTMENT:	
New Books.	124
Magazines.	124
Announcements.	124
Books received.	124

We take pleasure in calling the attention of our readers to the special announcement of the consolidation of the two popular magazines, TREASURE-TROVE and the PUPIL'S COMPANION into one large attractive and entertaining monthly. This will combine all of the best features of the two magazines. TREASURE-TROVE and PUPIL'S COMPANION will be published by the former publishers of TREASURE-TROVE at this publishing house. C. W. Hagar, formerly Editor and Publisher of the Pupil's Companion, continues his interest and personal attention to the consolidated

magazine as GENERAL BUSINESS MANAGER. Former subscriptions to both magazines are fully carried out with the combined paper. See announcement on another page of this number.

LET US ALL LABOR FOR THE SECURITY OF FREE THOUGHT, FREE SPEECH, FREE PRESS, AND PURE MORALS, UNFETTERED RELIGIOUS SENTIMENT, AND EQUAL RIGHTS AND PRIVILEGES FOR ALL MEN, IRRESPECTIVE OF NATIONALITY, COLOR, OR RELIGION. ENCOURAGE FREE SCHOOLS!—GENERAL GRANT.

"THE night has a thousand eyes,
The day has one;
Yet the light of the bright world dies
When day is done.

"The mind has a thousand eyes,
And the heart but one,
Yet the light of a whole life dies
When love is done."

WHAT was true of the farmer last March, is true of the teacher this September. The lazy husbandman is getting his crop, but what a crop! Something is always produced, but the product always bears an exact proportion to the forces producing it. Sow the wind, reap the whirlwind! sow love, reap joy! What shall our harvest be, this year?

THERE is a word often applied to persons in England, but never in this country. It is "bog." It means one who has an unlimited capacity for receiving, but never of giving. He only absorbs, absorbs, absorbs. It is a good word, and it would do well to transplant it. Bogs! Yes, it is a capital word, and applies to many persons. They are often found in institutes, amiable looking, even handsome in appearance, well dressed, they sit and look. There is no inattention or trivial conduct, but they only absorb. When a question is asked they can only shake and keep still. A marshy bog looks green and fruitful, but it produces nothing that either man or beast can use. It is the same with institute bogs. Then there are subscriber bogs. They are good enough readers, but they return nothing. Their educational absorption is in good working order. It is astonishing how much they can take in, and how little they give out. They don't even lend the paper to a non-subscriber. They never send an item of news, or a scrap of thought, or a new method of teaching. All the lines of interest converge on themselves. All the streams of thought run into the bog, of which they are the central receptacle. They are continually receiving, but never giving. Don't be a bog!

A MAN out West has invented a microscope of such wonderful power and peculiar construction, that by it one is able to see the soul of man. This is certainly not only a remarkable, but extremely useful discovery. It will set at rest the doctrine of the immateriality of the soul. This will help the theologians, but it will do more; it will reveal what has never before been seen by the edu-

cational world, viz., the soul of the average trustee. This will help the teachers. When it comes to be perfected it is to be hoped that the instrument will be large enough to enclose in its range of vision a whole Board of Education, and then it will be known whether corporations ever have souls. It has been believed that they have none, but this instrument will settle the question forever. Some teachers have a mass of evidence on this point that would seem to be conclusive; in fact, it has been accepted as final; but this microscope will settle the point forever. We suggest that, if corporations have souls, they will be so small as to be hardly discernible by the highest power and strongest light this instrument is capable of using. We shall watch with interest the revelations of this microscope when examining the teacher who refuses to take an educational paper. If a soul is found in such a person, we hope its size and general appearance will be carefully noted, for it must prove to be of a most unique variety. Altogether, much good may be expected to come from the new instrument of this inventor in the West.

THE memory is best cultivated through the other faculties. If the perception be quick and accurate, the imagination vivid, and comparison correct, there need be little fear concerning the memory. Learning to repeat, without knowing what the words repeated mean, does not strengthen the true memory; it rather weakens it. In the recent educational era, now happily passing away, it used to be common to hear teachers say: "The class may learn—pages." This meant: "You may learn to repeat the words on those pages, whether you understand what they mean or not." This operation injured the mind. Learning to repeat without understanding is a stultifying and dwarfing process, and it is not the proper work of the teacher to make weaklings and dwarfs of his pupils. The first of all elements to be noticed in cultivating the memory, is a clear perception. Every question should aim at first towards settling this point. When this object is reached then comes accurate expression, both in written and spoken language. After this comes repetition, which is a memorizing process. This, in brief, is the course every teacher who teaches correctly pursues.

It is worse than nonsense to require children to repeat page after page they do not understand. It is often we hear of Sunday-school children who have "learned" an enormous number of words. It has no direct bearing either upon morality or education; in fact, the requirements of our former Sunday-school teachers produced immoral fruits, for it is never possible to get much good out of an evil system. If the method is wrong, the results must be wrong also. If these lines are read by any teacher who has been accustomed to require her pupils to memorize what was not understood, let her at once and forever abandon the practice as being both educationally and morally evil.

THE amount annually paid to the teachers of the United States is \$60,000,000, an average of about \$400 apiece.

THE Rev. Dr. Joseph Alden, lately Principal of the Albany State Normal School, and formerly President of Jefferson College, Pa., died in this city last Sunday afternoon.

A LITERARY vagabond is writing a series of articles on "Why I did not become an educational tramp." He probably did not because he hasn't sense enough to learn to speak and write correctly.

A SILVER dollar weighs very nearly an ounce, hence any letter not heavier than a dollar can go for a single two-cent stamp. A five-cent piece added will give the ounce. If you have not the silver dollar, five nickels and a small copper cent will give an ounce.

SAM JONES, of Georgia, is the latest Southern phenomenon. Many of his sayings are sharp and pointed. At a Texas meeting a brother said to him: "Brother Jones, I feel as if I was not a bit of account in this world." He answered: "Well, brother, you are just now beginning to feel natural."

A CLERGYMAN has been making calculations, and announces as the startling result that all the salaries of religious teachers in the country do not amount to so much as the sum spent annually in supporting dogs. We would add that the total amount spent in the United States for public education is only one-tenth as much as that spent for liquor; the one is ninety millions, the other is nine hundred millions.

THE Falls of Niagara are now free to the world. The State of New York has voluntarily assumed a heavy burden in order to open to the world this grand cataract. The fencing in of any of nature's wonders is repugnant to our sense of right. Mont Blanc, Mount Washington, Yosemite, and Niagara cannot be fenced in, and owned by any private corporation, without wounding the sensibilities of the world. The United States could well have afforded many millions, rather than permit the desecration of this grand cataract to continue.

MR. CHARLES F. KING, Manager of the Saratoga School of Methods, writes us that it has been decided to continue the school next year. It will remain under the same management as at present. Great as has been its success already, in many ways it can be improved. It will be the design of the management to perfect every department in the future.

These summer schools, if properly conducted, may be made the means of untold good to thousands of teachers who are anxious to know how to improve their work.

A YOUNGSTER of four, rather noted for his depravity than otherwise, was taken into his mother's bedroom the other day and introduced to his baby sister, one day old. He seemed to look on the arrival with considerable embarrassment, not unmixed with disapproval, and at the same time to appreciate the fact that it devolved upon him to say something worthy the occasion. Finally he remarked, with a rising inflection expressive of great unctuousness, "Well, I hope she'll be a Christian!"

ONE prominent school officer when asked by a member of the institute: "What is meant by the New Education?" said: "O it is just another name for object lessons in vogue a few years ago." Recently another gentleman when asked: "What is this New Education, anyway?" said: "The New Education is the practical application of the principles on which was based the best teaching of the best teachers of all times." This is good. What do you say the New Education is!

AN incident in the life of the late B. T. Simes, of Milton Mills, Mass., illustrates the value of keeping

one's own counsel, and will suggest to teachers an excellent point in school government.

He was a merchant, and a very shrewd man. One day he discovered that his till had been robbed, and he resolved to say nothing about it to any one, not even to the members of his family. Some three months afterward one of his customers said to him: "Did you ever find out who took that money out of your till?" Mr. Simes replied: "I never have till now, but now I know it was you, as I have never told any one that I lost it." And he made the man pay him the amount.

SCHOOL teachers in some parts of our country need courage. An example of this is afforded by Mr. P. J. Slocum a teacher in Hart Co., Ky. Recently he was visited by a masked body of men. Finding his life in danger he defended himself with bullets and killed three of his attackers. So far well and bravely done. The rest of the party escaped from him, and tried to drive him out of the county by threats. Still more bravely, he refused to go, asserting his right to remain as well as to live. He has now filed a suit for \$25,000 against nineteen of the leading citizens of the county.

In a recent paper Mr. A. G. Fisher presented several practical suggestions on "School Discipline." His principal points were: First: Undivided attention to duty during study hours. Second: Full attention during recitation should be made imperative. Third: All movements about the school-room should be made in a quiet, dignified manner. Fourth: Regularity and continuity of exercises are eminently desirable. Fifth: Original work should form a more prominent part of mental discipline than is apt to be the case. Sixth: Proper deference to instruction. Seventh: Low speaking ought never to be tolerated in school without good reasons.

THE departments of pedagogy and practical science at Chautauqua, have had an unusually large attendance and have been marked by the most intense earnestness of study. Dr. J. W. Dickinson, secretary of the Massachusetts State Board of Education, who is in charge of the department of pedagogy, states that such thorough devotion to work and such advances therein have not been seen by him in any similar institution. The closing exercises of the Retreat were held in the amphitheatre, when the home work for a year was outlined. The professor presented a succinct statement of the purpose and plan, and Dr. Vincent spoke serious words of council and incentive. On August 8, coincident with the funeral service of General Grant in New York, there was a memorial service, attended by the Grand Army Poets of the region round about. A dirge upon the great organ, a requiem by the grand chorus, and an appropriate address made the day a memorable one.

TEACHERS can do a grand work towards preventing the use of tobacco by boys. Here is a fact that may be made use of to good advantage. It is the opinion of Dr. J. P. Gray, the superintendent of the State Lunatic Asylum, Utica, N. Y. He states emphatically: "The use of tobacco and stimulants and lack of rational outdoor exercise in youth are potent factors in producing physical and mental degeneracy. No boy under eighteen should ever touch tobacco, and it would be better to say twenty: Through the period of physical growth the nervous system should not be subjected to habitual narcotism or stimulation." On some boys, he says, cigars, cigarettes, or a pipe act as excitants, on others as sedatives—unduly increasing or unduly lowering energy; in either case the result is evil and only evil. He then asks the direct question of the boys and young men, "Is it nothing to miss the higher chance of sound, vigorous manhood? Nothing to be stunted bodily and mentally, and be less than what you might be? to be old before your time?"

The Michigan Moderator says: "Has the New York School Journal yet to hear of our young

University with its 1500 students and faculty of able men? Its course of instruction is as advanced, and its work, both classical and scientific, well up with any of the five colleges named, and in advance of some of them. We may be over-sensitive in regard to this matter, but we think it time that our Eastern journals learned that quite all the good things on earth are in the New England and Middle States."

The University of Michigan deserves to be ranked with the best colleges of New England. It is equal to any in the land. We have spent twenty years of our life west of the Mississippi River, and all our ideas of the superior excellence of what is East, because it is East, has been pretty thoroughly knocked out of us. We believe in what is "our West," not because it is West, but because of what it is. The highest types of manhood are to be found in the prairie states of the Mississippi basin and the Pacific slopes. Take a tolerably good Eastern man, thoroughly westernize him, and then send him back East, and ten chances to one if they don't send him to Congress!

THERE is just as much discipline in the study of a modern as an ancient language, provided the student gets the same amount of discipline out of it. This may seem to be a truism, and it is, but it is nevertheless a truth. According to Professor Blackie a professional man requires Greek and Latin because they are the languages of scientific terminology, but a bright youth ought to get enough in six months to last him a lifetime. "Neither language is necessary to fine scholarship, and both may, therefore, be catalogued under the head of literary luxuries. The highest culture which an educated gentleman, as distinguished from a professional scholar, requires at the present age can be attained without either." English must be taught in our colleges in such a manner as to be productive of much more mental culture. French and German have been for years the laughing stock of modern college students. What we want are more systematic and effective methods of studying the modern languages. It is not uncommon for a young student in Germany or Italy to be able to converse fluently and write correctly in four modern languages. Why cannot American youth do the same? It is not lack of brains or courage, but of methods of teaching. Let these be remodeled and the mental culture will be forthcoming. There are many young men in European Universities who are able to converse fluently and correctly in ancient Greek. What a power do they possess in comparison with the lame readings of the average American student! Reform our methods of instruction and the mental discipline will follow, and whether Greek, Latin, German, or English is studied the same preparation for after life will be obtained.

PHYSICS IN GRADED SCHOOLS.

BY PROF. CHARLES K. WEAD, Univ. of Michigan.

THE AIMS AND BEST METHODS OF PHYSICS-TEACHING IN OUR SCHOOLS ARE NOT CLEARLY DEFINED OR WELL UNDERSTOOD.

This is known by unpleasant experience to young teachers, and from observation also to older ones.

Our friends who teach mathematics and the classics know far better than most of us what they want to do and how to do it; and they have usually gone much farther in their studies than they expect their classes to go. This knowledge and preparation is an important and often overlooked element of such success as their training undoubtedly has. The absence of this knowledge often makes the teacher uncertain and half-hearted in his work, doubtful of success, ready to try any new scheme or book that is plausible, and at other times prevents him from reaping the rewards his enthusiasm deserves.

THE MEASURE OF SUCCESS IN TEACHING SCIENCE WILL BE MOST CONSPICUOUS IN THE LOWER SCHOOLS.

As the pupil grows older, other facts than those furnished by his own observation occupy a larger and larger share of his thoughts. His reading

brings him a multitude of new ideas, but he has relatively less mastery of them than of the few he had in earlier years. Further, in his training additional ends are to be sought, as, ability to use books, ability to discover, understand and apply principles and laws, and to use them in deductive reasoning both with and without mathematics. If the pupil has not had the earlier training, he has irrecoverably lost a part, at least, of what he might have had. If one says that the ends sought by the study of the sciences, apart from the useful information, can be gained in other ways, we may challenge him to name the studies from which they are likely to be gained, and we may recall the obvious truths that no study is very profitable unless the pupil's attention is secured, that this is best secured by arousing his interest, and that no school-studies are more interesting than the sciences.

But besides the benefits that may come to the favored individual from the opportunity to study physical facts at several different times in his course, we must remember also the needs of the great majority of pupils who will not go beyond the grammar school. Accordingly this conviction that the rudiments of physics, and of some other sciences, should be studied in primary and grammar schools, has for a long time been expressed in official programs in Europe, and in this country has found frequent expression in the demand for the so-called object lessons and oral exercises. Although the expected results of these lessons have not been realized.

SCIENTIFIC STUDIES, PROPERLY TAUGHT, SHOULD OCCUPY FROM ONE TO TWO HOURS EVERY WEEK THROUGHOUT THE FIRST EIGHT YEARS OF SCHOOL LIFE.

One-fourth to one-third of this time should be given to physics, the subject coming two or three times in the eight years' course. In schools where the classes are small two or more classes may be combined for the science-work; and in large towns sometimes it may be advantageous as a temporary expedient to let special teachers go from school to school, as is done in England, for science teaching, and as we do for the teaching of music and drawing.

Consider now the secondary schools. It is from these that a large part of the teachers in the lower schools and country schools must come; so the attention of all who desire to improve the condition of science-teaching should be directed primarily to these secondary schools, and whenever it is possible, teachers should be secured who have made special scientific preparation at least in those sciences they are to teach. In passing, let it be noted that the ordinary required science-work in a college course ought to be shaped for the majority of students, and so does not afford special preparation.

In these secondary schools we find the same obstacles to improvement in the teaching as in the lower schools, and an additional one, need of apparatus; but in spite of them all, the study of physics has found a place on almost every program. But when we look deeper than the mere recognition of the subject, we find a great diversity of opinion or of practice on most points connected with the high school work in physics, as to the aims and nature of the work, use of text-books, time and place in the course, introduction of laboratory work, preparation for college, etc.; yet I believe the teachings of experience are clear on some points. First:

AT NO OTHER TIME AND WITH NO OTHER STUDY IS THERE SO GOOD AN OPPORTUNITY TO OBTAIN THE BENEFITS OF INDUCTIVE TRAINING.

At the same time a more useful knowledge of physics will be acquired if the inductive method is followed than is otherwise possible. I count it therefore a misfortune for the student if he is deprived of the benefits of this training, either because physics is not in his course, or because his teacher thinks only of "hearing a recitation." How then are these benefits to be secured? The only condition that is indispensable (an earnest purpose being pre-supposed) is

THE TEACHER SHOULD UNDERSTAND WHAT HE IS AIMING AT, WHAT THE INDUCTIVE METHOD IS, AND HOW FAR IT MAY WISELY BE FOLLOWED IN EDUCATION.

A host of educational writers are in substantial agreement on these points—thus the Rev. J. M. Wilson, in the finest essay on this subject that "know of, says, "The method [of text-book and lecture] will be an attractive one and will meet most of the requirements, but it fails in one. The boy is helped over all the difficulties; he is never brought face to face with nature and her problems. . . . the one power which the study of physical science ought pre-eminently to exercise and almost to create, the power of bringing the mind into contact with facts, of seizing their relations, . . . of groping after ideas and testing them by their adequacy; in a word, of exercising all the active faculties which are required for an investigation in any matter—these may lie dormant in the class while the most learned lecturer experiments with facility and explains with clearness. . . . Training to think—not to be a mechanic or surveyor—must be first and foremost the teacher's object." And the late Prof. Joseph Payne says, "The teacher is a superintendent or director of the learner's process, pointing out the problem to be solved, concentrating the learner's attention upon it, suggesting experiments, inquiring what they result in; bringing back the old to interpret the new, the known to interpret the unknown; requiring an exact record of results arrived at—in short, exercising all the powers of the learner's mind upon the matter in hand, in order to make him an accurate observer, and to train him in the method of investigation."

THE SCHOOL-ROOM.

For the SCHOOL JOURNAL.

ARITHMETICAL HEALTH-LIFTING.

By REV. J. S. POWELL, Brooklyn, N. Y.

INTRODUCTORY.

Some years ago, a musician who has written many songs that are household words, was in feeble health. He began using the health-lift under competent medical direction, and three years from that time he was a well man.

Some one has said that the secret of memory is sharp attention. If you could be sure that your pupils would tell you the truth, it would probably be safe to offer a dollar to each one who, after accurately stating, and understanding, that the Straits of Gibraltar connect the Atlantic and Mediterranean, would forget it in a month. The very act of offering a reward for forgetting—a thing not usually rewarded—would fix attention upon the fact connected with the offer, so that the mind would never let it slip.

If the mind can be trained to take sharp notice of whatever comes before it, and to give a clear, compact account of what is observed, it will be a delight to get knowledge, and easy to keep it ready for use.

Those who are to contend in a rowing match go through a course of gymnastic training, the object of which is not only to give bulk and vigor to the muscles, but also the power to put the whole strength of the man right upon his work, and nowhere else. We might say of this training, or of that afforded by the health-lift, that it develops muscular attention, as it were.

Many teachers devise short, condensed exercises in arithmetic like the following:

$6 + 4 + 2 \times 3 \times 2 + 5 \times 7 =$ how many times 9? These are good, if two things are kept in mind:

First, don't get into the habit of using some factorial or additional combinations to the neglect of others. These exercises, if extemporized, are apt to get into such ruts, and it may be best to write them out beforehand. Then,

Second, in order to get the most satisfactory results, we must make condensed exercise of either muscle or brain *delightful*. The best plays, such as "gool," keep the whole muscular and nervous systems a-quiver with intense and fascinating activity.

The best intellectual training would be like such a lively game. After good habits of application are acquired, almost any study for which one's mind is fairly adapted will, if skillfully taught, give the zest of exciting sport. Horace Mann was describing an every-day occurrence when he wrote, "Mark a child when first a vivid, well-defined conception seizes it. Every muscle leaps, every joint plays; the whole nervous tissue vibrates; the spirit flashes through the body like lightning through a cloud."

I have been invited by the editor of the SCHOOL JOURNAL to describe a method of combining in an arithmetical exercise these two desirable features, zest, and a drill in all the possible combinations in a given series of numbers.

I may preface it by the remark that I hit upon it while attempting to work out with a class of beginners the idea of Davies (in his "Logic of Mathematics," of the great importance at the very beginning of the study of Arithmetic, of a clear conception of the meaning of the term unit. This class of beginners was in an ungraded country school, in which the most advanced scholars were studying Ray's Higher Arithmetic and Algebra. As there was a good deal of bad weather, these youngest scholars did not attend more than thirteen out of the sixteen weeks. The youngest was five and the oldest eight years old, and there were only six or seven of them. The most proficient of them could, at the beginning of the term, count up to six, and knew perhaps a half-dozen letters.

As the weather was stormy it was necessary to devise some indoor relaxation that would not disturb the older scholars. There were, to be sure, the two recesses and intermission, besides four short singing and gymnastic exercises, occupying from one to two minutes each, in which all joined. These came midway between the opening and close of the two sessions and the recesses. In these we learned several good, stirring songs, keeping time to them with various motions intended to expand the lungs and to let off steam that might otherwise have found vent in mischief, thus, incidentally, the rhythmic faculty received a good deal of development.

These gave as much change as the older scholars needed, but not enough for the little ones. After much thinking I told them to bring some corn or beans, and I would make a nice game for them which they could play when they had done their printing well. Right here it may be as well to say that, although it was before the days of the "Word Method," they jumped over the silly primer and began at once on the stories in the First Reader. After hearing a story read and getting the power to tell it, they were set at the words it contained. These were printed on the board, and they were required to copy them five times before they could play with their corn.

They learned the letters only as fast as they met them in the words. As it is possible that in another connection I may describe their drill in Reading, Printing (from the board first, and afterwards from the book and from dictation), Spelling, and Composition, I will say no more about it here, except that they became able to print neatly and accurately at about one-fourth the speed of a rapid writer; and to read what they had been over, naturally and with spirit, taking about one-half page a day in advance; and some of them to cover one and often two sides of their small slates daily with original compositions—some of them *very* original.

In their combined printing and reading lessons they had four or five exercises a day, and, besides what they did by themselves, three or four at their corn game. The help given them in all their work and play was divided into two classes: First, that which was mechanical, such as calling off words for them to print. In such work the teacher's place could be taken by scholars ten or twelve years old, and this honor was given as a reward to the best behaved ones. Second, that which could be done only by myself or by a young lady selected from the advanced pupils.

[The details of the method will be given in the next issue of the JOURNAL.—EDS.]

For the SCHOOL JOURNAL.

GENERAL EXERCISES FOR COMMON SCHOOLS.

By RODNEY H. TRUE, Baraboo, Wis.

Much practical good may be obtained through well-directed general exercises, and therefore those from which the most benefit may be derived are the methods to be followed.

In exercises of this kind, the teacher should have the pupils gather all the information they can in regard to the topic under study, and then supply what may have been omitted by the pupils.

Another thing essential to the success of these lessons for the school, is the interest of the scholars in the work. The teacher may by proper effort awaken in the children an enthusiasm for the work, that is after all the key to success in it.

These lessons should be given in a conversational manner, and in very simple and plain language, that scholars of all ages may understand.

Perhaps to give some of the topics that might be taken up with great profit, would not be amiss.

At the beginning of the morning session fifteen minutes each day might be well spent in talking about simple facts of general science, such as the pressure of the air downward, sidewise, and upward, and adding to the interest, by showing the truth of these statements, in easy and simple experiments, many of which have been given us in the JOURNAL. The downward pressure of the air may be shown by taking a wet, pliable piece of leather cut in circular form, and pressing it tightly against a slate. Then pull up on a string fastened in the center of the leather, and lift the slate. The upward and the lateral pressures may be shown by placing over a very full glass of water a thick piece of paper, and then inverting the tumbler to prove the upward pressure, and holding it horizontally to prove the lateral pressure.

Exercises bringing out facts of a geological nature may also be introduced with success. Tell them about the origin and formation of the sand and pebbles found along the course of a stream, and ask the pupils to bring pebbles and sand in the different stages of their battle with the water. They can tell from the shape of corners, and by the hardness of the rock. Later, give some attention to the part played by water in the history of the world. Consider the water above the surface of the earth, in form of clouds, vapors, etc.; upon the surface, as rivers, lakes, and oceans; and under the surface, as in springs, geysers, and volcanoes. Call for examples, illustrating each position and condition.

Thus, set the pupils to observing and teaching themselves, and a step in this direction is of inestimable value to the learner in later life.

In the proper season, the rudiments of botany may be taken with profit. Show a plant to them, telling them the name and office of each part, and ask them to bring a flower having a different or like stem, root, leaf or blossom. Then when the different kinds of each have been observed, write a recapitulation upon the black board, presenting in tabular view the different shapes of each, and let the children copy this into their blank-books.

After the noon intermission fifteen minutes should be taken in which to study the nature and the effects upon the mind and body of stimulants and narcotics, and the principal rules of hygiene violated. Three weeks or a month may be taken up in examining the effects of alcohol, tobacco, and opium. Their moral effects may be broached or not as the public sentiment in the districts may warrant. The teacher may enliven the exercise by showing to the school the nature and composition of the parts of several animals; the shape may be shown by rough outline drawings or cuts in text-books. When possible the structure and composition should be shown from real specimens.

To illustrate the structure of a bone is well shown in a beef bone, and the composition, viz.: animal and mineral matter, can be illustrated by burning the bone to leave the lime, and by soaking the bone in diluted hydrochloric acid to leave the animal matter. These and similar experiments

can be performed at a very trifling cost, and the children, when they see a chicken's drumstick tied into a knot, as it may be after the latter process, will be delighted, and the lesson will be indelibly fixed in their minds.

After a little knowledge in anatomy and physiology has thus been acquired, hygienic exercises may be taken up and understood by the pupils. Lessons may be given, telling what to do in emergencies before the doctor arrives.

Tell them how to distinguish arterial from venal hemorrhage. Take a boy and illustrate the mode of stopping bleeding from a dangerous wound, with a handkerchief, knotting and twisting it, and applying to the boy's wrist in the proper manner. Thus a few minutes' talk may prove the saving of a life in after years.

Tell them how to act in cases of drowning or choking, and what to do in common accidents, illustrating with scholars when practical.

General exercises, consisting of lively songs, are very cheering, and the finer tastes are thus cultivated, in addition to sending the pupils to work with a good will.

In many schools items of current news may be discussed, and continuous events, like wars, may be followed up, and the prominent places located on the map; thus, not only adding to the pupil's stock of geographical knowledge, but giving him a glimpse of the world outside of his own small sphere of personal observation.

It is interesting to discuss subjects attracting attention in the world, as the "Bartholdi Statue," and study them in their bearings with the different nations, thus enlarging the pupil's horizon, and suggesting lines of thought that may be advantageously pursued. An admirable and timely lesson can be given on the death and funeral ceremonies of General Grant, and as the memorial progresses, frequent allusion can be made to it. The place of his burial can be described with an account of the historical associations clustering around it.

These general exercises may oftentimes be made the subject of language lessons, the pupils being asked to reproduce the substance of the exercise.

Much cannot be done at a single lesson, but by persisting in them, many practical ideas will be obtained by the pupils, and these facts oftentimes will prove of more actual benefit than some parts of their "book larnin'."

For the SCHOOL JOURNAL.

FOUR FORTUNES WAITING TO BE CLAIMED.

The art of thinking is in its infancy. The thousand inventions that have revolutionized the work of the world, have all come from *thinking*. Consecutive, constant, and patient thought has made our civilization what it is, but there are tens of thousands of inventions unthought out. The world wants them, and is waiting to use them. Here are four among this multitude that some thinking scholar ought to bring to light. Thinkers should look them over carefully, and go to work to learn the art of thinking out these as well as many other problems presented for answer. This power should come from school discipline.

1. An instrument is needed showing at a glance the amount of foul air in a room. This should be as plainly indicated as the hands on the face of a clock. To one making such an invention a fortune is waiting. It would be needed in every school-room in the country, as well as thousands of public and private dwellings.

2. A top capable of playing a tune while spinning would command a large sale. It could be so arranged as to play different tunes when spun several times in succession. No such a toy is in the market, although several persons have attempted to perfect one. It would command an immediate sale. One dealer in New York City alone is offering to take 15,000 of them at once.

3. An instrument attached to the shoe or some other article of dress, showing exactly how many steps had been taken in a walk would be profitable.

ble. It must not be expensive, but it must be small and accurate. It seems as though some smart boy this winter ought to invent this thing.

4. An automatic gate, opening and closing by the pressure of a railroad train on the rails, or some attachment to the rails, would be profitable. It should work readily and invariably. When the train is within a certain distance of the crossing the gate should shut, and when the train has passed it should open. Such an invention would do away with the services of thousands of gate-keepers, and annually save hundreds of lives. It seems to be a practicable thing. What boy will study this out this Fall term and make himself independent?

For the SCHOOL JOURNAL.

SCHOOL GOVERNMENT.

The object of this government should be formation of character. It should be based on the moral nature, and should appeal to motives. The following principles underlie school government:

1. Established law should rule rather than the personal will. The teacher is the law-executor rather than the law-giver. God is the law-giver, and the teacher is one with the pupils in reverent and loving obedience. Teach the children that a thing should be done because it is *right* rather than because it is the personal will of the teacher.

2. The Golden Rule is the law. It must be so effectually practised by the teacher that it will be felt as a living truth. The teacher is even more fully subject to it than the pupil; he must be more obedient than he can expect a child to be. A good law gives the greatest personal freedom. Any rule which restrains a child from courteous, kindly action is a sin.

3. There should be discrimination in punishment. All offences should not be classed under one head. Punishment for careless offences should be kept distinct from punishment for willful wrongdoing. There should be the greatest discrimination used in even these cases; the want of it creates recklessness, hardness.

4. Manner of punishment. Never hold up to ridicule. A child smarting under ridicule has no room for repentance. Never give extra lessons lest you create a dislike to study. Allowable punishments include withholding of privileges and corporal punishment. Some punishment may be instant and public; ordinarily it should be in private. Its purpose is to awaken sorrow, to cultivate feeling, to promote good resolves, to encourage and strengthen them.

For the SCHOOL JOURNAL.

METHODS IN GEOGRAPHY.

The teaching of geography naturally divides itself into two stages of development, Primary and Advanced.

The former may be considered inductively, proceeding from the known to the unknown, from what is about the child at home, to what is abroad.

The more advanced is taught deductively. Much oral instruction should precede the use of a textbook in the primary work. Here the teaching cannot be too simple, nor the treatment of subjects too familiar. The following are some of the many subjects that may be treated:

The points of the compass, the measurement of distance, the natural divisions of land and water, keeping within the limited experience of the child, the customs and occupations of the people in his own vicinity. Then lead him out in imagination to those of different parts of the earth, and the plants and animals in hot and cold countries.

The use of pictures or black-board drawings are useful in giving the child his first ideas of the natural features of the earth, unknown to him, such as mountain chains, valleys, islands, peninsulas, etc. Moulding sand or clay is much used in making relief maps both for primary and advanced work.

Familiar talks about what we find upon the earth's surface, as plants and animals, within the

*Presented by F. A. Green, Albion, N. Y., at the N. Y. State Teachers' Association.

earth, as metals and minerals, in its waters, as fish, etc., around the earth, as rains, winds, etc.

Map-drawing can now be introduced with profit. A map of the school-room, the school-grounds, the town, county, and state, may follow the oral instruction.

For pupils living in the country, a map of the neighborhood may first be drawn and studied. For those in the city, the principal streets may be outlined.

The main object in this method is to first familiarize and interest the child in the geography of his own vicinity, and then proceed step by step to that beyond him.

Talks to the children about traveling to different parts of the earth to get what we use in our homes every day, and what we produce and carry to people of other countries will add much to their interest and broaden their ideas. Encourage the reading of books of travel and some of the great explorers. By the use of the globe as we advance, an idea of the form and size of the earth and the distribution of land and water, of plants and animals, may be given.

In all teaching urge the children to express in their own language the information they have obtained.

A FEW GOLDEN RULES.

TO PARENTS AND TEACHERS.

The following rules are worthy of being printed in letters of gold, and placed in a conspicuous place in every household:

First.—From our children's earliest infancy inculcate the necessity of instant obedience.

Second.—Unite firmness with gentleness. Let your children always understand that you mean what you say.

Third.—Never promise them anything, unless you are quite sure that you can give what you say.

Fourth.—If you tell a child to do something, show him how to do it, and see that it is done.

Fifth.—Always correct your children for wilfully disobeying you, but never talk to them in anger.

Sixth.—Never let them know that they vex you, or make you lose your self-command.

Seventh.—If they give way to petulance or ill-temper wait till they are calm, then gently reason with them on the impropriety of their conduct.

Eighth.—Remember that a little present punishment, when the occasion arises, is much more effectual than the threatening of a greater punishment should the fault be renewed.

Ninth.—Never give your children anything because they cry for it.

Tenth.—On no account allow them to do at one time what you have forbidden under the same circumstances at another.

Eleventh.—Teach them that the only sure and easy way to appear good is to be good.

Twelfth.—Accustom them to make their recitals with perfect truth.

Thirteenth.—Never allow tale-bearing.

Fourteenth.—Teach them self-denial, not self-indulgence.

THE OPENING OF SCHOOL.

A FEW HINTS FOR YOUNG TEACHERS.

1. *Be at school early.* On the morning of the first day be the first one there. Look out for every thing that may conduce to the benefit of the pupils at the opening.

2. *Greet the pupils pleasantly,* but do not go to them in such a manner as to lead them to think you are unduly seeking their favor. In a natural way let them come to you. By a little encouragement this can be arranged.

3. *Begin promptly,* even though but few are present. Some teachers make a great mistake by waiting for a large number to come in the first morning, before they begin. Their excuse is that they wish to make a complete enrollment at once.

4. *Have those in the house seated before ringing the bell.* This may seem an unimportant point, but there is much in it. Those who come in the first morning will find the room in some degree of order—at least it makes a good impression.

5. *Have religious exercises if possible.* It may be necessary to forego some of the older forms, owing to a growing prejudice against them; but some sort of devotional opening seems to be demanded. The singing of a hymn, the concert repetition of a short psalm, and the offering of the Lord's Prayer, ought not to offend any one. The Lord has made us. He sustains us. Why should we not recognize the fact in a few minutes of quiet thought and prayer. The world is full of God; we ought not to live like atheists.

6. *Say but little in the opening address.* Not much can be said. The teacher is called to work, not to talk. It is a great mistake to make a boast of what is to be done. It is a flimsy veil of self-conceit through which pupils can easily look. There will be enough to talk about as the school progresses.

7. *Take the names of pupils at the call of classes.* Some teachers think other methods better. It is not essential that it should be done in this way, but it is true that often great disorder is created by an effort to get four or five facts from all pupils before a class is called or a lesson assigned. It is by no means necessary that the teacher should have a complete statistical record of pupils at first. A little later such information can be collected, if necessary.

8. *Set all the pupils to work as soon as possible.* This will prevent disorder, and an ounce of prevention, the first morning, is worth a pound of cure a few days later. Directions can be given to the whole school, something like this: "Those who expect to complete the arithmetic this term can study on the—page"; "Those who read in the Second Reader can write the—lessons on their slates," etc. In this manner preliminary work can be assigned, and no excuse made for idleness.

9. *Have a small bell to call classes with.* A small one is better than a large one, and a light tap better than a loud one. After the first, never call a class except by a bell. The pupils will clearly understand what it means if they are trusted.

10. *Make out a preliminary order of work, for your own guidance, before school opens.*

You can in general tell about what to expect, especially if you have the opportunity of inquiring of parents and pupils what has previously been done.

11. *Show no evidence of indecision.*

This will be fatal. It is far better at the outset to say: "I don't know yet what it is best to do," than to say: "Perhaps you had better do this way or that way, but I am undecided." This point may be misapprehended by some. The point is this: Confessed ignorance is often a confession of strength, but confessed indecision is always a confession of weakness.

12. *On the second day have a program of exercises ready to be posted up.*

It should not be delayed later. It may be changed in some particulars, but, in the main, it must be the one to be followed during the term.

13. *Don't talk school to everybody you meet.*

If people talk to you, let them talk—and as soon as possible talk to them about something else. If you permit it, your ears will be filled with all the old district stories, from the earliest times to those of your predecessor.

14. *Be very careful about making complaints,* especially of your predecessor, or how you find things, assuming that you have a mighty work to do, thus laying the foundation for future self-praise. If there must be some things obtained at once, go to the proper officers and request what you want; but don't find fault. The force of kindness and helpfulness is wonderfully powerful, and will carry one who is guided by it over many difficult places.

15. *Make a special effort to make a good impression.*

This can be done in various ways. Neatness in dress, a quiet self-possession, a good preparation for the work at the very first, and a cheerful disposition, are essential. Above all, the very best preparation is a heart honestly in sympathy with

the work. He who is driven by force of circumstances against his will cannot fail of showing it. No one is ever more thoroughly and correctly read than the teacher at the opening of the school. What there is good within will show itself without. Make attractive the outside, but take care of the inside first.

READING CIRCLES.

The time has passed when it is fashionable for teachers to say, "I never read or talk about school outside the school-room." Let us be thankful! A new era has dawned. It has come to stay. Teachers all over the country are anxious to read and study educational works. To help in methodizing and systematizing their work, Reading Circles have been organized in many states. These are not ephemeral; they will remain as a part of our methods of training teachers for their work for many years, and those states unorganized will soon fall into line. We are receiving many letters of encouragement from those engaged in the work of study. One New York teacher recently wrote:

"Last year the teachers in the school where I was teaching, and where I expect to teach the coming year, formed a circle and held meetings once in two weeks. Here we discussed what we had read with much profit. I hardly think that we conducted these meetings as advantageously as we might have done, but at that time we knew nothing of the constitution or by-laws of the Circle. I think this coming year we will organize more thoroughly, although I do not know the minds of the other teachers as yet. You will see that I am very interested, and shall do all I can to increase the number and interest of this organization."

The Iowa Teachers' Reading Circle originated as follows:

At the last meeting of the Iowa State Teachers' Association, Superintendent H. H. SHERLEY, President, in his annual address, recommended the organization of a Teachers' Reading Circle, on the ground that "there ought to be a course of reading adapted to the needs of every teacher who wishes to acquire excellence."

The following plan of organization was adopted:

1. The object of the Reading Circle shall be the improvement of its members in literary, scientific, and professional knowledge, and the promotion of habits of self-culture.

2. The committee appointed by the State Association shall be styled a Board of Directors, and its officers shall be a President, a Vice-President, a Secretary and a Treasurer. These officers shall be elected annually at the first meeting after the election of the members of the Board.

3. Adjourned meetings may be held at any time by a vote of the Board, and special meetings may be called by the President at the request of a majority of the members.

4. Any teacher or other resident of Iowa may become a member of the Circle by signing a pledge to faithfully pursue the prescribed course of reading, and by the payment, in advance, of the membership fee.

5. The annual membership fee shall be fifty cents, fifteen cents of which shall be retained by the county manager for local expenses.

6. The Board shall appoint the County Superintendent, or a special deputy in each county as county manager, who shall enroll members, organize local Circles of four or more members, receive membership fees and remit monthly to the Treasurer of the Board, furnish information, distribute books, and have the general direction of the work in his county.

7. The course of reading shall cover a period of four years, and shall consist of selections from three departments, viz.: The Department of History and Art, the Department of Literature, and the Department of Science.

8. These departments shall be sub-divided as follows:

- | | |
|---------------------|---|
| I. HISTORY AND ART. | { General.
Professional. |
| II. LITERATURE. | { General.
Professional. |
| III. SCIENCE. | { Physical.
Social.
Political.
Mental.
Moral. |

This will give a good idea of the plan of work in this progressive state. We shall try to present the outlines of work of other states in future JOURNALS.

TABLE TALK.

Some have complained that the addresses at the recent National Association were not properly delivered, were too full of the big I's and small u's, and not lively enough. "They say" that the dry was "awful" dry, and the good not good enough to suit the taste of some Ohio and Indiana educators. Now, the fact is, most teachers are hard to please, but our severest critics come from the region of the Great Lakes and the Mississippi river. What there is in that region that develops a critical disposition we do not know. During a former fourteen years' residence in Iowa, and a more recent four years' life in Minnesota, we found a great many men and women of superior minds living far above the low level of petty educational gossip, but there are a few out there who are not exactly certain that there is much, near and east of the Hudson, that is worth preserving, especially connected with the National Association.

When will the National Association become perfect? When men can be found who will write and say what the average working teacher wants to hear? The difficulty with the perfection of the Association is that it has too much of the theoretical and not enough of the practical. It deals too often in platitudes and generalities. We have not fully emerged from the axiomatic educational age. Life is often to be found, but it is of a protoplasmic nature. There is motion, but no eyes that see, ears that hear, and legs that run. But we are making progress, slowly, but still it is progress, and we ought to be thankful.

Do the critics of our Associations know that it is made up of men and women—average men and women? Now, how, in the name of common sense, can any one expect these finite creatures to become godlike as soon as they step on a platform and face an audience? The average listener expects every speaker to be eloquent, handsome, and wise—qualities that are seldom conjoined in any one human creature. There are few who can be educationally eloquent under any circumstances, especially before such cold-blooded audiences as usually listen at our great Association meetings. The platform lecturer, before a mixed audience, can select his topic from a wide range of subjects—the educational lecturer must confine his choice to a few. The lecturer can often appeal to the emotions of the uneducated, but the educational speaker is expected to be as esthetic as Plato and cold-hearted as Juno. It is no easy task to suit the hearers at a national or state educational gathering.

We do not complain because there are people who are not suited. It is a good sign. If the teachers of the central states want to show the world how an educational meeting ought to be conducted, the way is open for an exhibition. It would be an excellent plan to organize at some time in the near future a model educational association. It could be conducted as a sample of what all other gatherings should afterward be, and stand as a shining model by which future Associations may be rated and measured. We trust our dissatisfied Chicago friend will move in this matter at once.

In the following extract we have a specimen of how a woman can write. It is an extract from an article from the *Atlantic* by Elizabeth Stewart Phelps:

"It seems a long time ago that our great-grandfathers were crossing lances over the doctrine of imputed sin, or the souls of infants, condemned by predestination and foreknowledge absolute, to an eternal hell. A damned baby at best was a theory. Nobody ever saw one."

A writer in the *Christian Register* complains that ladies are inconsiderate of the comfort of others, especially the man who sits in front of her in church and has no back hair or bonnet to protect him from her fan. "Ladies," he cries, "why will you—why must you—fan, fan, fan?"

Give it up. But here is an easier one. Gentlemen, why will you—and why must you—smoke, smoke, smoke? On the streets, in the cars and boats, unless the officials are as careful as those on the elevated roads in New York, one must endure the smoke of a vile cigar or a viler pipe. This is not brought forward as an excuse for the ladies. If their fans cause discomfort to others, they should sacrifice the relief it affords from the stifling, tobacco-laden and liquor-fumed air of most public places, for the welfare of the gentleman just in front who is destitute of back hair and bonnet. But it is not becoming in that gentleman to make a complaint so long as he continues to blow tobacco smoke in other people's faces regardless of the effect upon their eyes, noses, and stomachs.

FOR THE SCHOLARS.

MEMORIAL DAYS.

[James Fenimore Cooper's works abound not so much in short selections as in stories of considerable length, several of which are to be found in the school readers, and may be used in addition to those here given. In connection with these it might be well for the teacher to procure one or two of Cooper's best novels, "The Spy," "The Pilot," or "The Last of the Mohicans," read it over and select the choicest parts to be used in the reading class or on Friday afternoon, the teacher supplying the "missing links" of the story from memory. A list of questions relating to the times and places in which the scenes are laid, given to the pupils a few days before the reading, will give them an opportunity to look up and become familiar with all the allusions of the selection. A good opportunity of rousing an interest in the history of that period will also be provided by these fascinating stories. Where the teacher does not find it practicable to spend a portion of an afternoon in a memorial exercise, a few minutes each morning can be given to some portion of it. If there is not time for the long selection, a part of it can be read one morning, then reviewed and continued the following morning.—Eds.]

BIOGRAPHICAL SKETCH.

James Fenimore Cooper was born in Burlington, N. J., Sept. 15, 1789. His father, about a year afterward, having bought a large tract of land near Lake Otsego, moved there with his family and established Cooperstown. This region, during the boyhood of the novelist, was yet in its wild state, which accounts for the familiarity with wild scenery and Indian life shown in so many of his works. At thirteen Cooper was sent to Yale College, and three years afterward entered the navy. Here his experience furnished him with valuable material for his "Pilot," "Red Rover," and other sea stories. After visiting Europe he returned to Cooperstown, and continued to write and publish his novels. He died at Cooperstown, Sept. 19, 1851.

I.

"On all sides, wherever the eye turned, nothing met it but the mirror-like surface of the lake, the placid view of heaven, and the dense setting of woods. So rich and fleecy were the outlines of the forest, that scarce an opening could be seen; the whole visible earth, from the rounded mountain top to the water's edge, presenting one unvaried line of unbroken verdure. As if vegetation were not satisfied with a triumph so complete, the trees overhung the lake itself, shooting out toward the light; and there were miles along its eastern shore where a boat might have pulled beneath the branches of dark Rembrandt-looking hemlocks, quivering aspens, and melancholy pines. In a word, the hand of man had never yet defaced or deformed any part of this native scene, which lay bathed in the sunlight, a glorious picture of affluent forest grandeur, softened by the balminess of June, and relieved by the beautiful variety afforded by the presence of so broad an expanse of water."

II.—1.

"While Deerslayer was speaking, he put a foot against the end of the light boat, and, giving a vigorous shove, he sent it out into the lake a hundred feet or more, where, taking the true current, it would necessarily float past the point and be in no further danger of coming ashore."

"The savage started at this ready and decided expedient, and his companion saw that he cast a hurried and fierce glance at his own canoe, or that which contained the paddles. The change of manner, however, was but momentary, and then the Iroquois resumed his air of friendliness, and a smile of satisfaction. 'Good!' he repeated, with stronger emphasis than ever. 'Young head, old mind. Know how to settle quarrel. Farewell, brother. He go to house in water—muskrat house. Indian go to camp; tell chiefs no find canoe.'"

2.

"Deerslayer was not sorry to hear this proposal, for he felt anxious to join the females, and he took the offered hand of the Indian very willingly. The parting words were friendly, and, while the red man walked calmly toward the wood, with the rifle in the hollow of his arm, without once looking back in uneasiness or distrust, the white man moved toward the remaining canoe, carrying his piece in the same pacific manner—it is true, keeping his eyes fastened on the movements of the other."

"This distrust, however, seemed altogether uncalled for, and, as if ashamed to have entertained it, the young man averted his look and stepped carelessly up to his boat. Here he began to push the canoe from the shore, and to make his other preparations for departing. He might have been thus employed about a minute, when, happening to turn his face toward the land, his quick and certain eye told him at a glance the imminent jeopardy in which his life was placed. The black, ferocious eyes of the savage were glancing on him, like those of the crouching tiger, through a small opening in the bushes, and the muzzle of his rifle seemed already to be opening in a line with his own body."

4.

"Then indeed the long practice of Deerslayer as a hunter did him good service. Accustomed to fire with the deer on the bound, and often when the precise position of the animal's body had in a manner to be guessed at, he used the same expedients here. To cock and poise his rifle were the acts of a single moment and a single motion; then, aiming almost without sighting, he fired into the bushes where he knew a body ought to be, in order to sustain the appalling countenance which alone was visible."

5.

"There was not time to raise the piece any higher or to take a more deliberate aim. So rapid were his movements that both parties discharged their pieces at the same instant, the concussions mingling in one report. The mountains, indeed, gave back but a single echo, Deerslayer dropped his piece, and stood, with head erect, steady as one of the pines in the calm of a June morning, watching the result, while the savage gave the yell that has become historical for its appalling influence, leaped through the bushes, and came bounding across the open ground, flourishing a tomahawk."

6.

"Still, Deerslayer moved not, but stood with his unloaded rifle fallen against his shoulders, while, with a hunter's habits, his hands were mechanically feeling in the powder-horn and charger. When about forty feet from his enemy, the savage hurled his keen weapon; but it was with an eye so vacant, and a hand so unsteady and feeble, that the young man caught it by the handle as it was flying past him. At that instant the Indian staggered, and fell his whole length on the ground."

GOLDEN THOUGHTS.

What do we live for if not to make life less difficult to each other?—GEORGE ELIOT.

There are no obstacles which will not go down before the fire and charge of enthusiasm, heroism, clearness, and decision.—W. R. ALGER.

A man should never be ashamed to own that he has been in the wrong, which is but saying, in other words, that he is wiser to-day than he was yesterday.—POPE.

Dare to do right! dare to be true!
The failings of others can never save you;
Stand by your conscience, your honor, your faith,
Stand like a hero and battle till death.

—ANON.

Beautiful water, so fresh and so free,
God gave it to you and He gave it to me;
To Him we give thanks that wherever we go,
He made the clear water so freely to flow.

—ANON.

Would'st thou be a happy liver
Let the past be past forever;
Fret not when prigs or pedants bore you,
Enjoy the good that's set before you;
But chiefly hate no man; the rest
Leave thou to God, who knows what's best.

—GOETHE.

Give me the hand that is true as a brother;
Give me the hand that has not wronged another.
Soft palm or hard palm, it matters not—never!
Give me the grasp that is friendly forever!

—ANON.

Do you often say fail when your neighbors succeed?
Are you crowded by failures? Then stop.
Study why thus it is; to climb higher is your need—
There is plenty of room at the top.

—GEORGE BRANSON.

FOR THE SCHOOL JOURNAL.

LIVE ANSWERS.

1. During the middle ages a crown of gold was made by order of Princess Thendelinde for her husband, the King of the Lombards. On the inside of the crown

was a ring of iron which was said to have been forged from the nails of Christ's cross. Charlemagne had this crown placed upon his head at his coronation as King of the Lombards, and all the succeeding emperors of that country made similar use of it. In 1859 the Austrians took the Iron Crown to Vienna, and in 1866 presented it to the King of Italy, who still has it among the royal treasures at Naples.

2. A system of telegraphing by means of mirrors is sometimes employed to convey signals at considerable distance in places where the sky is free from clouds and the atmosphere quite clear for long periods of time. The mirrors, called heliographs, are so arranged that by causing a reflected ray of the sun to appear and disappear at long and short intervals, the signals of the Morse alphabet can be produced.

3. When Mahomet announced himself the prophet of God, the Arabs demanded supernatural proofs of his commission. After some hesitation, he commanded Mount Safa to come to him, and when it stirred not he exclaimed, "God is merciful. Had it obeyed my words, it would have fallen upon us and destroyed us. I will therefore go to the mountain and thank God that He has had mercy on a stiff-necked generation."

4. During the wars for the restoration of the Stuarts, armed companies were employed by the government to watch the Scotch Highlanders. They were dressed in black or very dark tartans, in order that they might more effectually conceal themselves in the recesses of the rocks or in the shadow of the trees, and for this were called the Black Watch. Their duties were to prevent seditious political meetings, to overawe the disaffected, and to disarm insurgents.

5. The Phrygians, when they conquered and took possession of eastern Asia Minor, to distinguish themselves from the natives, wore a close-fitting cap. The Romans took the fashion of the Phrygians; but only the freedmen. When a slave was set free a red cap was put upon his head in token of his emancipation. When Caesar was murdered the conspirators carried a cap on a spear as a token of the liberty of Rome. The statue of the Goddess of Liberty on the Aventine Hill carried in her hand a cap as an emblem of freedom. In England Britannia was pictured carrying a cap on a spear. It has been used in America on coins and on a seal used by the Committee of Safety at Philadelphia in 1776, on which was engraved a cap of liberty and the motto, "This is my right and I will defend it."

6. The violin, it is believed, was invented in a crude form by Ravina, King of Ceylon, 2,000 years before Christ.

For the SCHOOL JOURNAL.

LIVE QUESTIONS.

1. Where have ten distinct forests of buried trees been found?
2. What egg has been offered for sale for \$3,000?
3. Why was Martin Van Buren called "The Little Magician"?
4. How is rolled-gold made?
5. Where is the Porcelain Tower?
6. From what tree are napkins made?

EDUCATIONAL CALENDAR FOR SEPTEMBER.

By N. O. WILHELM.

Sept. 1, 1791.—Mrs. L. H. Sigourney born; wrote nearly sixty volumes, among others, "Moral Pieces in Prose and Verse."

Sept. 2, 1726.—John Harvard born; an English philanthropist; induced Parliament to pass laws to set poor acquitted prisoners free, and to improve the sanitary condition of the prisons; was elected to Parliament, but was too friendly to the American Colonies to stay there; made extensive investigations of the condition of almshouses, prisons, etc., and published several volumes upon the subject.

Sept. 3, 1651.—Battle of Worcester; the last battle between the armies of Cromwell and Charles II., in which the king's soldiers were badly beaten; Cromwell called the battle a "crowning mercy."

Sept. 4, 1864.—Gen. Morgan killed; an American guerrilla chief in command of cavalry; during the Civil War, made raids all over Kentucky, and in Indiana and Ohio; was captured in Ohio, but escaped from the penitentiary by digging his way out; later was surprised and killed.

Sept. 5, 1595.—Richelieu born; a celebrated French statesman, cardinal, and duke; very ambitious; became Secretary of State; made the crown independent of the nobles; put down the Huguenots, and humbled the House of Austria; induced foreign powers to take part in the 30 years' war; founded the botanical garden in Paris; aided scholars, poets, and artists.

Sept. 6, 1757.—Lafayette born; became an army officer before he was nineteen; hearing that the Americans had declared their independence, came to America, where he was given command; afterward took part in the French Revolution; was made prisoner by Austria; was kept five years; was released by demand of Napoleon; visited United States; Congress voted him a township of land and \$2,000,000.

Sept. 7, 1707.—Buffon born; illustrious French naturalist and philosopher; studied law; after traveling resolved to devote himself to science; had charge of the botanical and zoological gardens in Paris; published a "Natural History," which is very popular.

Sept. 8, 1474.—Ariosto born; most eminent of Italian poets; his father wanted him to study law, but he liked to write poetry better; wrote "Orlando," a story of the fabled knights of the time of Charles the Great.

Sept. 9, 1850.—California admitted to the Union.

Sept. 10, 1845.—Joseph Story died; an American lawyer; congressman; supreme judge; professor of laws in Harvard; author of many excellent law books.

Sept. 11, 1777.—Battle of Brandywine; see United States History.

Sept. 12, 1818.—Richard J. Gatling born; helped his father make machines for sewing cotton-seed and cultivators; soon after the Civil War began, invented the Gatling gun, which can be made to fire four hundred shots per minute.

Sept. 13, 1806.—Chas. J. Fox died; eminent English statesman and orator; the eloquent, staunch friend of the American Colonies in the English Parliament; made his first speech in Parliament when twenty; Johnson once said: "It was a doubt whether the nation was ruled by the sceptre of George III. or the tongue of Fox"; opposed the war in America, treatment of Napoleon, and the way the natives of India were used.

Sept. 14, 1836.—Aaron Burr died; American statesman and noted politician; was an officer in the Revolutionary War; Vice-President of United States, with Jefferson as President; shot Alexander Hamilton in a duel; was suspected of disloyalty to United States, but this was not proven. Also Dante died, 1321; author of "Divine Comedy." Also Wellington died, 1835; hero of Waterloo; famous British general and statesman; went into the army before he was eighteen; became famous in India, where he put down two great powers, but won greater glory in Spain, from which he drove the French; was made the commander-in-chief of the allied forces which won the victory at Waterloo; was called the "Iron Duke."

Sept. 15, 1789.—James F. Cooper born in New Jersey; was removed when a child to Otsego Lake, N. Y., where lived many hunters and Indians; went to Yale College and then to sea as a sailor; he was the first American novelist whose works were translated into foreign languages. Wrote many Indian stories and stories of the sea.

NEW YORK CITY.

Our New York schools are under two heads—the superintendents and the principals. It is the intention to promote the efficiency of the system by these means. The plan is to have the principals overlooked by the superintendents, and the under teachers by the principals, and the Board over all. But the difficulty is that the principals and superintendents do not always set up the same standard to be followed.

It is all meant well enough, but it is clearly a case of mistaken thoroughness, for no sooner is the poor under teacher out of the frying-pan of the principal's examination, but he is in the fire of the superintendent's visitation. Between the two it is difficult to tell how to teach, and the natural result is, cramming and stuffing for examinations and high marks.

There is nothing a New York teacher dreads more than to be marked low. He will do almost anything rather than to suffer such disgrace.

Some time ago a teacher from the country was appointed to one of our public schools. He had been thoroughly trained, was honest and capable, and determined to do his duty. With commendable zeal he went to work and did excellently according to his idea of excellence. He looked forward to the visitation of the superintendents with anticipation, for he was certain he would receive their encouraging approbation. They came, and piled his school with the usual questions. They were very particular to ascertain whether the course of study had been carefully followed, and the exact amount prescribed in his grade had been learned; they examined his pupils on the technical points in the Manual. He at once saw that he had failed. Of course he received the lowest marks, but his eyes were opened as to his course in the future if he wished to stand well with the powers set over him. The next year he took a different course. He drilled his pupils in a certain number of technical facts in history, an exact number of operations in arithmetic, he permitted no original thought outside the narrow groove of the course, he commenced at a certain point and stopped short when he reached a specified limit. Within this region he drilled, reviewed, and reviewed until his pupils could recite like parrots. No points were omitted. He didn't attempt to teach. There was no waking up of a broad spirit of thought. He only drilled, drilled, drilled. What was the result? When the superintendents came again they were delighted. Everything was now as it ought to be. He had caught the spirit of the New York system, and they were fully satisfied. He received the highest marks.

What is this man to-day? An honored principal; but he attends no state, national, or local educational meetings; writes no articles for the papers; in fact, is quite indifferent as to whether educational papers live or die; gives no encouragement to their circulation in his school, and boasts that he never thinks of education outside his school-house unless absolutely compelled by business to do so. It is safe to say he has not studied an educational work for the last ten years, but his school stands high with the powers that be, because he is so thoroughly in sympathy with the "system," and opposed to any change.

Do New York teachers recognize this picture? It is certainly true to life, for it is drawn from life, and is a statement of the situation as it now exists.

For over two years the School Commissioners have been wrestling, night and day, over the knotty problem, "How to consolidate the schools where the attendance is small with more prosperous schools, without displacing present teachers of merit and long service." City Superintendent John Jasper was asked to submit to the Committee on Teachers his views on consolidation. The outcome of all the two years' discussion is that the Committee on Teachers have recommended:

1. The closing of the male department of No. 5 in the Fourteenth Ward, and the transfer of teachers and pupils to male department of No. 21.

2. Close primary school No. 6 in the Seventeenth Ward when grammar school building No. 79 is completed, and send pupils and teachers to its primary department.

3. Close primary school No. 48 in the Twenty-fourth Ward, and organize it as a branch of primary school No. 47.

4. Close primary school No. 30 on Ward's Island.

5. Close primary school No. 33 in the Twenty-third Ward, and make it a part of primary school No. 43.

6. Close female department of grammar school No. 21 in the Fourteenth Ward, and send pupils and teachers to female department of grammar school No. 80.

7. Close male department of grammar school No. 8 in the Eighth Ward, and send pupils and teachers to male department of No. 38.

8. Close female department of No. 8 and send pupils and teachers to female department of No. 38.

9. Hire, temporarily, premises for the primary department of grammar school No. 8, and close the school building No. 8 on Grand Street, the proceeds to assist in building the new King Street school house.

10. When the King Street building is ready locate there the primary departments of Nos. 8 and 35.

11. Close primary school No. 2 in the Sixth Ward, and send pupils to primary school No. 8, and primary department of No. 28.

12. In grammar school No. 29 in the First Ward place all the boys of grammar and primary departments under charge of the male principal, and the girls of grammar and primary grades under charge of the female grammar principal, and close the primary department of No. 29 when the principal can be cared for.

EDUCATIONAL NOTES.

Contributions of news and notes are solicited from our readers. Those that state the thoughts expressed at different meetings are more valuable than those that contain only names and dates.

ARKANSAS.

Prof. J. F. Howell has recently been elected to the care of the normal department in the University of Arkansas. This will give him an opportunity of extending his influence, which is already great, still further in the cause of educational progress.

Prof. O. F. Russell, of Loonoke, held an Institute at Sugar Loaf Springs, Aug. 10-14, which would have accomplished a great deal of good for the teachers of that district if they had availed themselves of the opportunity. Only eighteen were present out of the 100 in the district. Those that were there speak in enthusiastic terms of Prof. Russell's instructions.

COLORADO.

Supt. W. E. White, of Saguache Co., has issued a valuable little pamphlet of instructions to his teachers. Among other things he says: "You will be careful to subscribe for at least one good educational journal, so that you may keep abreast of the rapid improvements in method, and the general progress made in the profession of the teacher."

GEORGIA.

A bill for the organization of a school of Technology has been under consideration by the State Legislature. Mr. Harris, of Bibb, in discussing objections to the bill, argued that the college would not be local in its benefits. The poor young men who attend the institutions of Emory and Mercer are not from the counties where the institutions are located. They come from other counties and work out the way when they have the bill behind them. The civil establishment abroad costs ten millions a year, and yet only the rich can travel and need the protection that is thus given. You say only the rich will attend. Well, suppose the rich demand it, are you not going to hear them? In Bibb County 200 people pay eight-tenths of the taxes, and nearly 80,000 people furnish the children to go to the schools. He did not believe in the economy that would shut the doors of the treasury on judicious expenditures. Manage your finances as you would your private affairs.

Mr. Lamar, of Pulaski, said: "Profoundly impressed with the benefit and necessity of a technological institute in the educational system of our state, I shall give it my most cordial support and zealous advocacy. In my mind, it is the most important measure, in its practical results, that will come before this general assembly. Of the vast number of youth, of both sexes, now being educated, how few take to professional or literary life. The large majority go into practical pursuits, yet in the training of such pursuits, our scheme of both public and private education is alone defective.

With inexhaustible mines, with boundless opportunities of manufacture of every kind, with large areas of wealthy region clamorous for railway development, with the most versatile farming realm in the Union, our young men are forced to go out of the state to get the technological education to enable them to utilize these marvellous resources of our own.

Believing, Mr. Chairman, that Georgia, in this, as in all matters, should be abreast of the most enlightened advancement of the age, and believing this measure to be inspired by the purest public spirit, and demanded by the public interest, I heartily sanction it, and will give it my vote.

Mr. McLendon, of Thomas, said that there are in the state innumerable young men whose hearts are aglow with noble ambition, but are wearing the galling shackles of poverty. They desire something substantial in the way of education. They desire to learn something that will enable them to make a living. They have no opportunity to get this education, and will not have it unless it is given them by the state.

Mr. Harrell, of Webster, made a very severe attack on the bill. He said it was unconstitutional and not founded in good policy. That the legislature did not have authority and ought not to have authority to vote the people's money away in any such manner. He contended that there was no reason in passing a bill now to take effect in 1887. That it was future legislation that the present legislature should have nothing to do with. He urged that the poor would not get the benefits of the bill, as the expenses of board, etc., could not be paid by a poor boy, although the tuition might be free. Only the rich and well-to-do could get the benefits of the school. In the present imperfect state of the common schools he would not vote to take from them a cent to be put into higher education and the school of technology. He referred to the present school system as ridiculous, and was pretty salty in what he said about the university. He said that while there were so many children crying for the rudiments of an English education only, it was a shame that representatives should vote away the people's money for the education of a particular class.

ILLINOIS.

The Normal Drill of Bureau Co., Ill., was held at Princeton, Aug. 10-21. Two hundred and forty-two teachers were enrolled, which was an increase of one hundred over last year. The instructors were Miss Julia E. Kennedy and

Prof. R. R. Reeder, of the State Normal School, and Prof. Henry Houck, Supt. Henry Houck, of Pennsylvania, lectured one night on "The True Teacher," and Prof. Geo. E. Little, of Washington, D. C., gave a "chalk talk," both of which were highly appreciated. A great deal of credit for the success of the Institute is due Mr. Jacob Miller, County Superintendent.

IOWA.

The Pattersonville Educational Institute, Prof. I. F. Mather, A. B., Principal, begins its Fall Term Sept. 8.

LOUISIANA.

The State Educational Association met at Monroe, Aug. 11. Hon. Warren Easton, State Superintendent of Public Instruction, was president of the association. Gov. McEnery delivered an eloquent address, the following extract from which shows that he understands the principle of true education:

"All true methods of education must come from childhood, the suggestions of its impulses, wants and desires. Any new departure in education without these is false and hurtful. How often are we puzzled and perplexed and our ignorance exposed by the artless questions of children, questions which to answer properly requires a knowledge of moral and physical sciences. A child of tender years would scarcely understand such answers, but his questions show the eagerness of the human mind to investigate and his capacity to begin at an early age. The infant reaches out its puny arms to catch the moon and the stars, the bright flowers, and the buzzing insect. When it begins to lip its questions they will be directed to know what the moon and stars are made of, how far they are away, and how long it would take to reach them, and to inquire about the habits of birds and of animals. And as he advances he will begin with childish curiosity to find out the mysterious workings of his mechanical toy, and ere long, with toy hatchet and hammer, he will begin to construct and will soon have ready his play storehouse, filled with chests of coffee and tea, barrels and boxes, suggesting an eye to business, all made with his tiny hands. Here now is the whole secret of education. Follow the suggestions of children into practical instruction and methods, and the whole system of public instruction is solved.

"I mean to say that the curiosity of children should be encouraged and their natural inquisitiveness satisfied under the direction of an able and conscientious teacher. Instruction should accompany their sports, and the schoolhouse and its surroundings be an instructive playhouse. When he chases the butterfly over the meadow, takes the minnow from the brook, captures the bird in its flight, or plucks the wild flower from the cliff, the boy cries out with joy and pride for his victory. Right here is the proper time to fasten the young mind on these objects, and by object lessons acquaint it with the primary knowledge of them."

[This address contains so much that is valuable that we will give more of it next week.—Ed.]

Col. Nickerson read a paper prepared by Col. Louis Bush, on "The best system for raising public funds for public education." He advocated the use for school purposes of all available tax resources not necessary for current expense of government; that the same be diverted into this treasury.

Rev. P. G. Andrews, of Jackson, Miss., spoke on the education of the colored race, methods and limitation, reviewing the writers on this subject and the difficulties of each other and his system, advancing prominently the point that those who were reared with them were better capacitated to teach them, saying that race prejudice was one obstacle to success, and developing the idea that moral was as essential as mental education.

President Easton read a paper on the necessity of education in the state in schools. He said education infuses the production of labor and virtue; that an ignorant man's labor is scarcely worth more than brute force. Education diminishes crime and pauperism, and those who possess property obtain good insurance by contributing of their means to the public school interest, making an effectual police force in educated boys.

Judge A. A. Gandy, of Monroe, read a paper on female education. Col. J. W. Nicholson, of the State University, spoke in regard to the State Educational Association, especially explaining that this is not an association of teachers, but an educational association, with design including all persons whatsoever interested in education—farmers, merchants, mechanics, lawyers, doctors, and men and women of every profession and avocation in life who may be, as all should be, interested in this grand work.

Prof. Hutson, of the University of Mississippi, read a paper on the co-education of the sexes; Colonel Alexander read a paper on natural history, giving a special description of the rain clouds and zodiac; Mrs. Mary Reid Goodale, Corresponding Secretary of the Women's Christian Temperance Union, a paper on scientific temperance in common schools; W. O. Rogers, a paper on school organization; Prof. Hutson, of the Mississippi University, a paper by Dr. Chaille, of Tulane University, on "Physiology and Hygiene in Public Schools"; Prof. Johnson, of Monroe Academy, a paper on common schools, presenting with great force points looking to improvements in the system; Mrs. Goodale, a paper on teaching and qualifications, prepared by Mrs. Fay.

The following officers were re-elected: Warren Easton, President; R. A. Smith, Treasurer; A. C. Calhoun, Secretary. The following were the newly elected officers: Miss Kate Nelson, Historian; Miss Mattie Williams, Editor; Rev. J. A. Parker, Orator.

The next meeting will be held at New Iberia.

Dr. E. E. Shieb writes as follows, concerning the outlook in Louisiana:

"Probably in no other state of the South have differences of race and the effects of long misgovernment raised greater difficulties in the road to higher and general education. At the same time, in no other section are these evils more clearly recognized, or more strenuous efforts made to overcome them. The people of Louisiana possess natural intelligence, a hearty sympathy with whatever is noble, and a keen appreciation of the fact that in the development of the public school system alone can the prosperity of the state be secured, and the happiness of its citizens find realization. Any one passing through the state to-day will find a people fully alive to its wants and deficiencies, and prepared to bring the greatest of sacrifices in order to secure for its children the blessing of general and improved education. The words of prominent citizens of the state are expressions of what every father and mother feels. The liberality of the Legislature in providing ways and means, clearly indicates, in this instance, the wishes of the people.

Under such circumstances, it is an interesting scene to observe a meeting of the prominent educators of the state, at Monroe, La., laboring with all earnestness of true men, for the improvement of the schools of the state—and this

when the thermometer indicates, week in week out, 100° in the shade.

The proceedings of the association extended over four days in morning and evening sessions. To the intelligent and energetic State Superintendent, Hon. Warren Easton, president of the association, his ability and devotion, is mainly due the great activity in educational matters as evinced at present throughout Louisiana. Nearly forty papers were on the program, prepared by eminent professors from Louisiana and from many other Southern states. The limited space will not permit us to record in this place even the names of these devoted men. But the state has paid a becoming tribute to them; it has openly endorsed their work by the presence of its highest executive officers."

MISSOURI.

Com. S. P. Davisson recently held one of the most successful Institutes ever held in Harrison County; attendance about 100. What proves their interest, nearly every teacher is a reader of an educational paper.

NEBRASKA.

The Douglas County Institute closed Aug. 21, after a session of nine days. County Supt. J. B. Finner, aided by Mrs. Jennie Keyser, Dr. Max Randall, Prof. Rathbun, and H. E. Grimm, were the instructors. Prof. Walter Lyman, of Chicago, gave an enthusiastic talk on "Elocution," which was highly appreciated by the teachers in attendance. County Supt. Bruner is awake to the interests of the rural schools, and deserves the hearty support of his teachers.

NEW YORK.

Ives Seminary, Antwerp, N. Y., offers special advantages in the way of military exercises for boys, and calisthenics for girls. The Fall Term opens Aug. 31.

INSTITUTES FOR SEPTEMBER.

County.	Place.	Date.	Conductors.
Cortland.	Homer.	Sept. 14-18.	Prof. Sanford and Pooler.
Franklin.	Malone.	" "	Prof. Bouton and Barnes.
Schoyler.	Watkins.	Sept. 28 Oct. 2.	Prof. Bouton and Norton.
Tompkins.	Ithaca.	Sept. 7-11.	Prof. Sanford and Pooler.
Livingston.	Nunda.	Aug. 31-Sept. 4.	Prof. R. E. Post and C. T. Barnes.
Cattaraugus.	Ellicottville.	Sept. 7-11.	Prof. Johnson and C. T. Barnes.
Jefferson.	Watertown.	Sept. 7-11.	Dr. J. H. French and Eugene Bouton, Ph.D.

PERSONAL.

SUPT. EDSON, of Attleboro, Mass., and GENERAL MORGAN, of Rhode Island, recently conducted a State Teachers' Institute at Seattle, Washington Territory. We learn that their work was very successful.

HON. WARREN EASTON, State Supt. of Public Instruction, Louisiana, is an efficient and enthusiastic worker in his state. A friend who has watched his labors says that "he is an excellent man, full of push and energy, possessing much executive ability." Such men are needed, not only in the South, but all over the country. There is ample room for such workers in this world.

PROF. C. S. RICHARDS, LL.D., Dean of the Preparatory Department of the Howard University, Washington, D.C., recently died at the residence of his son, the Rev. Dr. C. H. Richards, Madison, Wis. Dr. Richards was for many years the principal of the Kimball Union Academy, Meriden, N. H. It was here the writer of these lines, when a boy, knew him. As a teacher he had no superior. He was patient, kind, thorough, and yet rigid in his requirements. Our memories of him are of the most tender and endearing nature. He knew how to treat boys so as to gain and keep, not only their respect, but affection. Before the new education was named he understood and followed its principles. For thirty-five years the memory of the time spent in his class-room has been to us a blessing and a benediction. He belonged to the class of men who make the world better by having lived in it.

MR. CHARLES BARROWS, for forty-six years a principal in the public schools of Springfield, Mass., has retired from the teachers' ranks. A parting reception was given to him at the City Hall by his former pupils, represented, in some instances, by three generations.

NEW YORK CITY.

MISS AMELIA KIRKSTED, Principal of Grammar School No. 17, the largest girls' grammar department in the city, has been principal for over forty years. Although so long in service, she is still youthful looking and apparently as bright and active as ever. She represents an old Knickerbocker family, being a lineal descendant of the famous Anneke Jans, and heir apparent to the fabulous Trinity Church property. No teacher in this city ever did more for the profession, and were all the lady teachers to meet as a deliberative body, she would doubtless be chosen president by acclamation. Her sister, long a prominent teacher in the public schools, resigned one year ago to open a private school, the success of which has been phenomenal.

MR. EVANDER CHILDS, whose name has been so prominently mentioned in connection with the assistant superintendency, is a graduate of the New York College and long a teacher in the Twenty-second Ward, where he was known and respected by many. As principal of the evening school in that ward he made an excellent reputation. He has occupied his present position as principal of Grammar School No. 61 in the Twenty-third Ward about four years, during which time the attendance has greatly increased and the school building been materially enlarged. He is an excellent reader and sometimes reads in public. To make a good superintendent requires a rare combination of talents. He should be thoroughly honest, a profound scholar, and a perfect gentleman, with a large and sympathetic nature, commanding the respect and confidence of the teachers. Of the many learned and popular principals in this city, none would better fill the bill than Mr. Childs.

HON. STEPHEN A. WALKER, for many years the popular President of the New York Board of Education, was born in Vermont and graduated at Middlesex College. Like President Cleveland, ex-President Arthur, Cyrus W. Field, and a host of eminent Americans, he is the son of a clergyman. He formerly taught school in Binghamton, where his brother-in-law, Rev. Dr. Boardman, was pastor of the First Presbyterian Church. Subsequently he studied law

with Daniel G. Dickinson, the distinguished United States Senator, who was for years by far the best stump-speaker in the Democratic party. During the war he was a paymaster in the Union Army. On one occasion when the government was in arrears to the troops and there was much distress, a private, knowing Mr. Walker's sympathy with the suffering, came forward saying, "How much are you short, captain?" "About \$25,000," said the private. "I shall be glad to do so," replied the paymaster. He was soon handed a check for that amount, signed ELIAS HOWE, and the money was at once forthcoming, to the great relief of the "boys-in-blue." Is it any wonder that the people of Bridgeport have set up in their beautiful park by the sea, side by side with their matchless soldiers' monument, a statue to this great inventor, this chivalrous private in the Union Army?

After the war, Mr. Walker commenced the practice of law in this city, and steadily arose to the top of his profession. His figure is commanding, his features striking, his voice distinct, his action strong, and he performs the onerous and delicate duties of President of the Board with great satisfaction.

No man understands the merits and defects of our magnificent and costly school system better than he. His position brings him naturally in contact with many accomplished and beautiful ladies, and as he has remained till now a bachelor, he is popularly supposed to be shot-proof against the wiles of Cupid.

DR. ROBERT B. KEYSER, assistant teacher in Grammar School No. 9, has attended two courses of lectures in Paris and contemplates a third.

ONE of the most attractive and intellectual faces in the Board of Education is that of the new Democratic member, MR. CHARLES CHARY. He was born in Salem, N. Y., although a resident of this city for thirty years. In early life he was a printer, but changed to law, and has attained wealth and distinction in his profession. He is the author of "Chary's Practice," a well-known and valuable law-book. He was for twelve years a trustee in the Twelfth Ward, and endeared himself to the teachers by sympathy with them in their trials, and by uncompromising hatred of injustice. His mind is pre-eminently judicial. Having once been nominated for judge of the Supreme Court by his party, we trust he is destined one day to wear the ermine. He has for years been associated with Mr. Darling of the Fifth Avenue Hotel in an extensive real estate enterprise, known as Chester Hill. He has no children.

ONE of the most active members of the Methodist Church and the Democratic party in this city is MR. ANDREW L. SOULARD, the accomplished chairman of the Twelfth Ward Board of Trustees. He is a native of New York, President of the Sterling Fire Insurance Company, and a prominent member of the Washington Heights Century Club. He is recognized as a leader in his party, and his name has been prominently mentioned in connection with the Mayoralty of this city. He is honest, active, and popular, and adequate to any position in the gift of his fellow citizens. Being a good trustee, he would make a good mayor, controller, chamberlain, or fill any other position for which his name has frequently been mentioned.

AMONG the 120 school trustees of New York there is none more beloved and respected than MR. JAMES R. CUMMING, President of the Twenty-second Ward Board of Trustees. Born in Ireland, if we mistake not, he early came to New York and commenced his career as office-boy in the famous firm of Brown, Hall, Vanderpoole & Co. He is now a prominent member of this firm, said to have the largest and most lucrative law practice in New York. He has worked himself up solely by his abilities. His word has always been as good as his bond. He has a large head but larger heart, and is known to scores of toiling, struggling teachers as "the true and the tender hearted."

NEWS OF THE WEEK.

Canton, China, has been visited by a severe flood. Over ten thousand persons have been drowned, thousands are completely destitute, the rice and silk crop are nearly ruined, and pestilence threatens to follow the subsidence of the water.

A cyclone struck Charleston, S. C., Aug. 25, demolishing the entire river front, destroying many of the buildings, and doing severe damage to the shipping. The sea broke in and washed out flagstones and railings, and smashed doors and windows. The lower part of the town, it is said, appears as if a gigantic razor had been drawn over it, shaving down wharf-sheds and pier-heads, and sending the mass of debris afloat in the harbor.

Queen Victoria has sent a special envoy to the Sultan to confer with him upon the Egyptian question. She says she hopes to help the Sultan to establish a government in Egypt conducive equally to the Sultan's rights, the happiness of the Egyptians, and the interest of England and the powers.

Meetings continue to be held in Spain protesting against the seizure of the Caroline Islands. Germany still declares that she had no intention to interfere in any other country's rights, and that if an examination into Spain's claim on the islands should not prove satisfactory, she will submit the dispute to the arbitration of some friendly power.

The small-pox epidemic is reported to be on the decrease in Montreal. In St. Jean Baptiste village compulsory vaccination was abandoned on account of the prejudice of the ignorant, but in most places there is a rush of people to be vaccinated.

The Czar has been making a visit to the Emperor Francis Joseph, but his enjoyment of it must have been sadly marred by his fear of personal danger. Every possible precaution that could be thought of was taken, and the Czar himself suggested several others. He has one faithful watcher that he can put confidence in, and that is a large mastiff that has been trained as a body guard and watches beside his master's couch every night.

There was a decrease in the number of cholera cases in Madrid last week. A dispatch states that the disease has broken out at Nagasaki, Japan, and has created great excitement, especially among the foreigners. It is also spreading to Gibraltar, and the probability is that it will reach this country.

To thoroughly cure scrofula, it is necessary to strike directly at the root of the evil. This is exactly what Hood's Sarsaparilla does, by acting upon the blood, thoroughly cleansing it of all impurities, and leaving not even a taint of scrofula in the vital fluid.

LETTERS.

Please give a plan for using a globe in school?

F. E. T.

[A globe may be made one of the most useful pieces of school furniture; it may be also one of the most useless. To be useful it must (1) be to the pupil a picture of the earth. If he thinks of it as a globe of wood it will be of no more benefit to him than any other piece of wood. (2) The ecliptic must be clearly seen, and its relation to the equator, the axis, and the poles understood. (3) The relation of the axis of the globe to the ecliptic and the sun must be known. This will make clear the cause of the change of the seasons. (4) The relation of the revolution of the globe to the sun causing day and night must be seen. This lesson is not as easily understood as many imagine. (5) The globe must be made to reproduce in imagination all the motions of the earth; in other words, it must be the real earth in miniature. The teaching of the globe, properly, trains the imagination, judgment, comparison, and generalization—most important faculties of the mind. It is too often the case that a globe remains a useless article of furniture because teachers do not make an effort to use it. In most of our geographies there are directions that will help young teachers in learning how to use this important piece of apparatus.—A.]

When was the first oil well sunk in the United States?

T. M. G.

[At Titusville, on Oil Creek, in the winter of 1858-9, Col. E. L. Drake began boring for petroleum, but the oil was not struck until August 26, 1859.—B.]

What is the best method of teaching a primary class their letters?

T. M. G.

[The best way to teach them is not to teach them. The primary class has no use for the names of letters. Their business is to know the names and meaning of words, and to be able to write them. Of course, they have to make the letters as they do this, but it is not necessary for them to know their names. Later on, through the incidental mention of these characters by the teacher when correcting the writing or in the pronunciation of words, they learn the names. Wherever this plan has been pursued, it has been found that by the time the pupil had any use for the name of the letter he had learned it without any valuable time having been spent in learning it.—B.]

What marks the division between the Atlantic and Indian Oceans? Also, between the Pacific and Indian?

T. M. G.

[The meridian of the Cape of Good Hope; the meridian of Cape Leeuwin on the southwest coast of Australia.—B.]

(1) Where was the Battle of Bennington fought? (2) Who were Commanders-in-Chief of the Federal Army during the Civil War?

A. S.

[(1) In Bennington township, in the southwestern part of Bennington county, Vt. It was fought by a body of the New Hampshire militia and a detachment of Burgoyne's army under Col. Baum. No trace now remains to indicate the precise locality. (2) There were several: Scott, McClellan, Burnside, Hooker, Meade, and Grant.—B.]

(1) Is Lieut. A. W. Greeley a relative of Horace Greeley? (2) Is Jno. C. Fremont living? If so, where? (3) Name twelve of the greatest men (politicians excluded) now living in the United States.

B. W. K.

[(1) He is not. (2) He is still living; resides at New York in winter, and Mt. Desert, Me., in summer. (3) Twelve men who have a wide reputation for qualities which people admire are named below, but to say that all of these possess more true greatness than many others comparatively little known, would not be true: James Russell Lowell, Gen. W. T. Sherman, John G. Whittier, Wm. M. Everts, James B. Eads, John C. Fremont, Thomas A. Edison, Oliver Wendell Holmes, Gen. Philip Sheridan, Henry M. Stanley, Cyrus W. Field, Edward Everett Hale.]

(1) Some histories give the Vice-President's salary at \$10,000, and others at \$8,000; which is correct? (2) What is a weed?

S. C. M.

[(1) It is \$10,000. (2) A plant that is useless and troublesome. Webster places tobacco under this head.—B.]

Does water belong to the animal, vegetable, or mineral kingdom?

I. H. T.

[It belongs to the mineral kingdom.—B.]

(1) In what book can I learn most about the Physical Geography of the United States; and in what book all about the physical geography of the State of New York? (2) When forests are removed from the banks of rivers, why do the rivers frequently overflow their banks? This, in substance, is one of the Regent's questions. (3) Please tell me how to start a Holtz machine.

L. M. W.

[(1) If you want a fuller description than the large physical geographies give, get one of the large Cyclopedias, Appleton's or Johnson's. (2) If the forests near the sources of streams are removed, there remains nothing to prevent the water, in time of heavy rains or thaws, from rushing down the hills and swelling the streams. Where trees are present they absorb much of the moisture, the leaves on the ground, in the forests,

also assist in the sponging process, and hence the descent of the water is gradual. (3) Bring the knobs of the conductors together, electrify one of the armatures by holding against it a plate of ebonite which has been negatively excited. After a few turns of the plate, both armatures will become charged with opposite kinds of electricity.—B.]

(1) Which are, in the order of their desirability, the seven states in the Union the most desirable to live in? (2) Which, in the order of their merit, are the ten best weekly and monthly newspapers and magazines published in the United States?

C. D.

[These questions are most difficult to answer. Colorado is said to be excellent for consumptives, but death to those having heart disease. New York City is a good place for one who has money and knows how to use it, but an exceedingly bad place for one who doesn't know how to take care of himself. Western New York is a grand place for the farmer who owns his land. He can raise all the temperate fruits and grains in abundance, but the changes of the weather are sudden and severe. Minnesota has a clear, bracing atmosphere, is entirely free from malaria, and the cold—when it commences—is continuous and dry. The winters are delightful. Iowa is a paradise for farmers who wish to raise corn in abundance and live among a highly moral, educated and progressive people. Southern California has the most delightful climate in the United States, but it is a "great way off." All the states have their drawbacks and attractions. It is impossible to answer the first question definitely. (2) The second question is almost as hard. What kind of newspapers does C. D. mean? Political, religious, educational, story, banking, agricultural, or temperance? In each department there are "the best" and the poorest. Newspapers and magazines in our country are of all grades. There is the *Herald*, the *World*, the *Tribune*, the *Times*, *Harper's*, the *Century*, *Popular Science Monthly*, *Lippincott's*, are among the best—yes, the best. Others are good. Among educational journals for the live, working, progressive common school teacher none are more helpful than the *N. Y. SCHOOL JOURNAL* and *TEACHERS' INSTITUTE*. There are others more helpful to the high school and college teacher. Among papers and magazines it must be confessed that *de gustibus non est disputandum*. (See Webster.)—A.]

What is the proper work for a teacher's institute? Our Superintendent took a new departure last year. He prepared a list of questions on the common branches of study, published them in advance, and then formed the teachers of the institute into a class and heard them recite these lessons during a five-days' session. This year we are to have a continuation of this work.

I maintain that the proper work of the institute is Normal training, and I have asked that at the coming institute the attendance of thirty or forty school-children be secured, and that the time of the institute be apportioned out to the different teachers, who shall teach children in the different grades, under the supervision and criticism of a competent normal school instructor; thus giving us some practical instruction which can be obtained nowhere else outside of a normal school.

Teachers' examinations here are very searching and exhaustive. Two-thirds of the experienced teachers from other states who enter our examinations fail to pass. Our certificates show that we have enough of text-book knowledge, and if we lack anything, it is the science of teaching what we know. Less than half of us came from normal schools; then shouldn't the institute be a short normal school? In his circular letter to the teachers this year, our superintendent says, "This institute is not intended as a normal to instruct teachers in the principles which they are supposed already to know. If I had an idea that any of the teachers required that sort of drill, I would promptly take steps to have his certificate cancelled, if possible." R. J. S.

[We agree with you as to the character of work that should be done at institutes. Any teacher who knows enough about the common branches to obtain a certificate from any respectable commissioner, can get along as far as the teaching of these is concerned, but she will frequently be at a loss as to methods of presenting these subjects, and on questions of government and discipline. These are the subjects that should be taken up at institutes. This subject will be further discussed in future.—B.]

(1) Why did the Puritans persecute the Quakers? (2) What proofs are there that the earth is an oblate spheroid?

C. O. D.

[(1) The Puritans had a charter to the land and a right to say who should occupy it. They preferred that no one who differed materially from them in their religious belief should mix in with them, and perhaps lead their children into what they considered wrong doctrines. (2) The polar diameter is considerably less than the equatorial diameter, and the length of a degree of latitude is much smaller near the equator than near the poles.—B.]

How would you deal with a child who has told a falsehood?

A. J.

[Rev. Hiram Orcutt, LL.D., in his book upon school-keeping, mentions such an instance, and says: "At some suitable time let the sinfulness and evil consequences of lying be explained before the school, and, if possible, get an expression of disapproval and condemnation of such conduct. Perhaps some pupil has told the truth under the pressure of strong motives to tell a lie. Let the heroism and nobleness of such an act be highly commended. A murder has been committed in some low groggery in city or town. Here is a fruitful

subject for half a dozen little (Monday morning) talks before the school, in which you dwell upon the temptations and influences that have been brought to bear upon that unfortunate man since he was an innocent boy in the home and in the school, to change his character and make him a murderer. Group the vices in which he has indulged, lying, stealing, swearing, drinking, and show the influence they have had upon him in forming his now ruined character."—B.]

Please mention some subjects for evening lectures that will be enjoyable as well as instructive to young people from twelve to twenty.

C. S.

[Almost every department of knowledge affords numerous subjects of this class. Only a few are mentioned below; they will suggest others. The general characteristic should be the answer to every-day questions, such as young people are frequently asking. The Cause of Day and Night; The Cause of the Seasons; Eclipses; Tides; Comets; Meteors; Phases of the Moon; What to Eat; Why We Need Pure Air; What kind of Clothing to Wear, and How it Should be Made; Why Plants Bloom; The Office of the Parts of a Flower; Curiosities of Plant Life; of Animal Life; Machinery (the way different kinds of machinery operate); Electric Lights; Electric Attraction and Repulsion; Causes of Thunder and Lightning, etc. A specialist or an enthusiast upon any of these subjects will usually be glad to talk about them, and will be more certain to interest others in them because of his enthusiasm.—B.]

(1) What Queen of England twice set a price on the head of her brother? (2) What country takes its name from the size of its inhabitants' feet? (3) What country receives its name from its geographical position.

H. W.

[(1) Queen Anne. (2) Patagonia, a large or clumsy foot, named by Magellan from the supposition that the inhabitants had very large feet. (3) Norway (north way, direction, or country).—B.]

At a recent school meeting, where only six were present, four of them arranged to elect a trustee. They elected a young man who is no tax-payer, lives with relatives, and pays no rent. Is it necessary to call another meeting, or can he hold his office?

K. K.

[As the New York law now is, no person can hold a school office who is not a voter at a school meeting. The qualifications of a voter were stated in the *JOURNAL* of Aug. 20.—A.]

ANSWERS.

19. We will call it noon when the sun is over the meridian of the place where the traveler is; for that is noon to him.

Suppose they start at "noon." They will meet 180° from Greenwich, 12 hours, by a good watch, after they start. Z. will have passed through the earth's shadow on his way, and will meet A. when the sun is over the meridian of 180° from Greenwich.

Measuring the term day by what seems to him the setting and rising of the sun, irrespective of his watch, it will be noon of July 5th, because he has had one night. A. will simply keep pace with the apparent motion of the sun west. It will be noon to him all the way. He will not find any evening and morning. Measuring the term day by his position relative to the sun, it is still "noon" July 4th. D.

23. Doubtful whether any book ever "contained" such a "Princess." She would split the cover and fall out. Could not bind her with Samson's green withes.

If C. E. W. will tell us what he really wishes to know, we will answer if we can. D.

28. A man being asked the time, said: "The time past noon is equal to $\frac{1}{2}$ the time past midnight."

From midnight to noon are 12 hours. Add to 12 hours the number of hours past noon. We have the number of hours past midnight. $\frac{1}{2}$ of which equal the number of hours past noon; then 5 times the number of hours past noon equal the number of hours past noon added to 12 hours; then 4 times the number of hours past noon equal 12 hours, and $\frac{1}{4}$ of 12 hours, or 3 hours, are the number of hours past noon; hence it is 3 P. M.

Briefly:

Let x = number hours past noon,then $x = 12 + x$ $\frac{1}{2}$ $5x = 12 + x$ $4x = 12$ $x = 3$ hours past noon.

QUESTIONS.

63 What determines the boundaries of the zones? G. E. P.

After what words in this selection should rhetorical pauses be used?

"Art is long and time is fleeting,

And the grave is not its goal." G. E. P.

64 Please give the meaning of the following sentence found in Reed & Kellogg's "Higher Lessons in English."

"My having in Sanscrit, like

Orlando's beard, is a younger brother's revenue." A. F. C.

65. Can "perfect" be compared?

66. In the sentence "I want books to read," would "books" or "books to read" be the object.

67. How would you analyze "Writing notes is forbidden"?

I. H. T.

BOOK DEPARTMENT.

NEW BOOKS.

A PRIMARY HISTORY OF THE UNITED STATES FOR INTERMEDIATE CLASSES. New York and Chicago: A. S. Barnes & Co.

At no time has so much attention been paid to history, as a branch of primary education, as at present. Our text-books in this department of study and teaching are growing better every year, and no second-rate book stands any chance among the best schools. In fact, as to presswork, binding, type, and illustrations, as well as its literary material, no history is popular unless it is thoroughly good. With these feelings, we take up this book, and we are gratified to find that it stands the most searching tests. Its paper is first quality, its illustrations are excellent, artistically drawn, and finely engraved, and its binding such as cannot be criticised. The publishers evidently knew on what market they were putting this book, and carefully prepared for it.

The author does not attempt fine writing. What is said is in a simple, easy style, giving the story of the essential facts of history, omitting all unimportant topics. The child is led to see the origin and causes of events. For example, he knows at once the reasons why the French and Indian wars and the war of the Revolution became necessary, and is led to be a real student of causes and effects before he knows it. Everything in this book depends upon and centres around the story. This is as it ought to be, for the very soul of history depends upon the narrative. If this is clear, attractive, and properly arranged, the work is well done. On this one feature all depends. We have tried this little book from all points of view, and find it to be excellent. There can be nothing in the way of its general adoption but a knowledge of its features. We think we betray no confidence when we say that its author is Mr. T. F. Donnelly, of the well-known firm of A. S. Barnes & Co.

SCHOOL EDITION OF HODGSON'S ERRORS IN THE USE OF THE ENGLISH. A Class-Book for Use in Schools, based on Hodgson's "Errors in the Use of English." Compiled and Edited by J. Douglas Christie, B.A. New York: D. Appleton & Co. 1885. 75 cents.

Dr. Hodgson's excellent manual has been so well appreciated that it has passed to a second edition within a few months. This was well deserved on account of its orderly presentation of the different classes of errors of speech, its wide range of examples, and its clear and correct explanation of principles. This book shows a surprising number of mistakes from writers of high reputation. It is not a collection of ordinary errors of speech as heard among people who make no pretensions to purity of diction, but a presentation of grammatical sins on the part of those who are writing continually and claim to know how to use our language correctly. In this edition the subject-matter has been entirely rearranged, and by thorough subdivision made more readily serviceable for the uses of both teacher and pupil. It can be made of great use in every school-room where pupils are taught to express themselves correctly. In fact, no teacher who attempts to correct errors in writing and talking can afford to be without this volume a single day, and we have no doubt all teachers who examine this book will concur in this opinion.

THE DANCING MANIA. By J. F. C. Hecker, M.D. No. 72 of the "Humboldt Library of Science." New York: J. Fitzgerald. 15 cents.

The Dancing Mania of the Middle Ages is one of the most curious episodes in the history of mankind, whole villages, towns, and communities being seized with an irresistible impulse to dance and leap about, and to wander up and down the whole of Europe, communicating their frenzy to the people wherever they wandered. The symptoms of this strange disorder, and the mad antics of its victims, are vividly portrayed by the author from contemporary annals.

TEN NIGHTS IN A BAR-ROOM. By T. S. Arthur. Philadelphia: Porter & Coates. New Edition, from New Electrotypes. Plates.

Th's story was one of the most powerful and effective books among pioneer temperance literature; it made its author famous, and is so well known that little comment is called for. Suffice it to say that it portrays the horrors of intemperance in lurid colors, and ought to serve as a warning to the most wilful, if warnings were of any avail.

A few months previous to his death, Mr. T. S. Arthur, anxious that the work on which his reputation is founded should be the better preserved, arranged with the present publishers for a new electrotypes edition. Although the author was not spared to see the fulfilment of his wish, there can be no question that for the first time in many years "Ten Nights in a Bar-Room" can be had printed from new type on good paper and hand-

some binding, fitted alike for the library book shelves or as a gift.

LIPPINCOTT'S SCIENCE SERIES. LESSONS IN CHEMISTRY. By William H. Greene, M.D., Professor of Chemistry in the Phila. Central High School. Philadelphia: J. B. Lippincott & Co.

This is a well-printed volume of 350 pages, on the basis of the new chemistry, and full of easy experiments, tried with simple apparatus. The only objection we find to this book is common to all chemistries, viz., they tell too much. An example of this is found on the ninth page, where the author says that "mercuric oxide is a heavy red powder," a fact the pupil can easily discover for himself. This criticism is not to be understood to be in reference to this book, but applies with greater force to all the school texts placed in the hands of pupils.

This book is remarkably full and accurate. The author is evidently a teacher of experience and skill. What he says is expressed in simple, easily understood language, and the experiments are carefully selected. No teacher can go astray if he carefully follows the course laid down. In no department of study is teaching so good as in chemistry. It has become eminently a science of experiment and observation. The learners are thrown upon their own resources, and the result is wonderful mental growth and interest. This is as it should be. This admirable volume is eminently calculated to develop the powers of the mind and prepare the students for further investigations in more mature life, and under more favorable laboratory circumstances.

A MAIDEN ALL FORLORN, And Other Stories. By the Duchess. Philadelphia: J. B. Lippincott & Co. 50 cents.

Beside the story giving title to the book, are seven others of varying length, yet all coming under the heading of Short Stories. Each displays the author's peculiar vivacity in narration and dialogue, and her other virtues of style, as also her faults. She seems at times addicted to verbosity over very trivial matters, but in spite of this her stories are pleasing. Without any pretension of being profound, she yet reveals with an apparent lightness, love of the deep and tender emotions of humanity. The story, "A Passive Crime," is the longest in the book; it has an ingenious plot, although its situations are somewhat conventional. "Zara" is a short sketch, one of the best things in the book, original and very touching.

TEMPERANCE SCHOOL BOOKS, most approved, are the following:

HYGIENIC PHYSIOLOGY, for High Schools. By Joel Dorman Steele, Ph.D.

TEMPERANCE PHYSIOLOGY FOR YOUNG PEOPLE, for Intermediate Schools. Prepared under the direction of the Scientific Department of the National Woman's Christian Temperance Union, and indorsed by A. B. Palmer, M.D., LL.D.

THE CHILD'S HEALTH PRIMER, for Primary Schools. Prepared under the same direction.

PHYSIOLOGY AND HYGIENE. By Joseph C. Hutchinson, M.D.

THE LAWS OF HEALTH. By Joseph C. Hutchinson, M.D.

THE ECLECTIC PHYSIOLOGY. By Eli F. Brown, M.D.

THE ELEMENTS OF PHYSIOLOGY AND HYGIENE. By R. T. Brown, M.D.

HOW WE LIVE. By James Johnnot and Eugene Bouton, Ph.D.

AN ABRIDGMENT OF THE HYGIENIC PHYSIOLOGY. By Joel Dorman Steele, Ph.D.

MAGAZINES.

The Magazine of American History for September is a number of extraordinary and vital interest. It opens with an admirable steel portrait of General Grant, in military uniform, and its leading paper treats of the "Historical Associations of General Grant's Resting Place," at Riverside Park. This timely article, in response to the popular demand for precisely the information it contains, is from the pen of the editor, who is also the well-known author of the standard "History of the City of New York." "Tributes to General Grant," from eminent sources, complete the general contents of one of the strongest and best numbers ever issued of this rapidly advancing periodical. The illustrations of old houses at Riverside Park add greatly to its permanent value.

ANNOUNCEMENTS.

A book is in press for issue in a few days, on "What the Temperance Century Has Made Certain," by Rev. Wilbur F. Crafts. It gives in a compact and inexpensive form the facts and lessons of the first century of the temperance conflict just closing.

W. H. Gibson, whose delicate work is so familiar to us all, is equally successful in his interpretation of na-

ture in color or in black and white. Exquisite winter scenes from his brush are among Prang's forthcoming publications. Tender in treatment and faithful in sentiment, they are as valuable as studies for amateurs as for their legitimate intention as gift cards. Boston: L. Prang & Co.

PAMPHLETS, CATALOGUES, &c., RECEIVED.

New York and the Circumscription of 1863. By Jas. B. Fry. New York: G. P. Putnam's Sons.

The Education of Man. By Frederick Froebel. New York: A. Lovell & Co.

The Journals of Major-Gen. C. G. Gordon. Boston: Houghton, Mifflin & Co. Price \$2.00.

How We Are Governed. By Anna Laurens Dawes. Boston: D. Lothrop & Co. Price \$1.50.

The Adventures of Harry Marling; or, Notes from an American Midshipman's Lucky Bag. By Admiral Porter. New York: D. Appleton & Co. Paper. \$1.00.

Foot Prints of Temperance Pioneers. Compiled by J. N. Stearns. New York: National Temperance and Publication House. Paper. 25 cents.

The Reading Club and Handy Speaker. Edited by Geo. M. Baker. Boston: Lee & Shepard. Paper. 15 cents.

The Hunter's Hand Book. By "An Old Hunter." Boston: Lee & Shepard.

The Seven Against Thebes of Eschylus, with an Introduction and Notes by Isaac Flagg. Boston: Ginn & Co. \$1.10.

A Nemesis; or, Tinted Vapors. By J. MacLaren Cobban. New York: D. Appleton & Co. Paper. 25 cents.

Elementary Classics: Cæsar, Invasion of Britain, by W. Welch, M.A., and C. G. Duffield, M.A.; Phædrus, Select Fables, A. S. Walpole, M.A.; Ovid, de Amicitia, E. S. Shuckburgh, M.A.; Cicero, Stories from Roman History, G. E. Jones, M.A., and A. V. Jones, M.A.; and Entropius, W. Welch, M.A., and C. G. Duffield, M.A. In pliable cloth. New York: Macmillan & Co. 36 cents each.

Theory and Practice of Teaching. By the Rev. Edw. Thring, M.A. Cambridge: University Press. \$1.00.

Home Studies. A book of Language Lessons. By W. H. Wheeler. Andover, Mass.: W. H. Wheeler. 15 cents.

The Statue of Liberty Enlightening the World. Described by the Sculptor Bartholdi. North American Review. 75 cents.

Anthropology. By Daniel Wilson, LL.D. New York: J. Fitzgerald. 15 cents.

The High School Music Reader. By Julius Eichberg. Boston: Ginn, Heath & Co. \$1.05.

Boy Life in the U. S. Navy. By H. H. Clark, U. S. N. Boston: D. Lothrop & Co.

Alaska; its Southern Coast and the Sitkan Archipelago. By E. Ruhman Seidmore. Boston: D. Lothrop & Co. \$1.50.

History of China. By Robt. K. Douglas. Boston: D. Lothrop & Co. \$1.50.

Thucydides. Translated by B. Jowett, M.A. Boston: D. Lothrop & Co.

Standard Classic Atlas for Schools and Colleges. New York: Iverson, Brakeman, Taylor & Co. \$2.50.

Practical Work in the School-Room. Part III. Object Lessons on Plants. New York: A. Lovell & Co. \$1.03.

Ten Nights in a Bar-Room and What I Saw There. By T. S. Arthur. Philadelphia: Porter & Coates.

Students' Songs. (Two copies.) Compiled and Edited by Wm. H. Hills. Cambridge, Mass.: Moses King. Paper. 50 cents.

George Eliot's Poetry and Other Studies. By Rose Elizabeth Cleveland. New York: Funk & Wagnalls. Cloth. \$1.50.

An Old Maid's Paradise. By Elizabeth Stuart Phelps. Boston: Houghton, Mifflin & Co. Paper. 50 cents.

The Child's Health Primer. For Primary Classes. New York: A. S. Barnes & Co.

Six Lectures upon School Hygiene. Boston: Ginn & Co. Mailing price 88 cents.

Marmion. By Sir Walter Scott, Bart. Edited, with Notes, by Wm. J. Rolfe, A.M. Boston: Ticknor & Co. 75 cents.

Howard's Elementary Arithmetic. By Chas. L. Howard. New York: Potter, Alsworth & Co.

Tablet No. 5. Dinamora's Model Script Spelling Blanks and Standard Composition Book. New York: Potter, Alsworth & Co.

Lives of Poor Boys who Became Famous. By Sarah K. Bolton. Boston: T. Y. Crowell & Co. \$1.50.

Kindergarten Chimes. A Collection of Songs and Games Composed and Arranged for Kindergartens and Primary Schools. By Kate Douglas Wiggin. Boston: Oliver Ditson & Co. Price, cloth, \$1.50; boards, \$1.00.

Words of Our Hero, U. S. Grant. Edited by Jere. Chaplin, with Personal Reminiscences by Mrs. Jessie Benton Fremont. Boston: D. Lothrop & Co. Paper. 35 cents.

Wonder Stories of Science. By Rev. D. N. Beach, Amanda B. Harris, Mary Wager-Fisher, Jas. L. Brown, and others. Boston: D. Lothrop & Co. Cloth. \$1.50.

Barbara Heathcote's Trial. By Rosa N. Carey. Philadelphia: J. B. Lippincott & Co. Cloth. 50 cents.

A Maiden All Forlorn and Other Stories. By "The Duchess." Philadelphia: J. B. Lippincott & Co. Cloth. 50 cents.

"O Tender Dolores." By "The Duchess." Philadelphia: J. B. Lippincott & Co. Cloth. 50 cents.

The Lady with the Rubies. From the German of E. Marlitt. Translated by Mrs. A. L. Wister. Philadelphia: J. B. Lippincott & Co. Cloth. \$1.25.

Hodgson's Errors in the Use of English. Edited by J. Douglas Christie, B.A. New York: D. Appleton & Co. Cloth. 75 cents.

Up the Ladder Club; or, the Knights of the White Shield. Round I. By Edw. A. Hand. New York: Phillips & Hunt.

New and Complete English-German and German-English Pocket Dictionary. By Dr. J. F. L. Tafel and L. H. Tafel, A.B. Philadelphia: Ig. Kohler. Cloth. \$1.00.

Zoologic Whist and Zoonomia. By Hyland C. Kirk. New York: McLoughlin Bros.

After All. By Lillian Spencer. Chicago: S. C. Griggs & Co. Cloth. 50 cents.

Indian Local Names, with their Interpretation. By Stephen G. Boyd. York, Pa.: Published by the Author.

Cæsar's Gallic War, with Vocabulary. Edited by J. H. and W. F. Allen and J. B. Greenough. Revised by H. P. Judson. Boston: Ginn & Co. Cloth. \$1.35.

Haskins' Common Sense Class Record. By Chas. N. Haskins. Columbus, Ohio: Published by the Author. Boards. 50 cents.

The New Gymnastics for Men, Women, and Children. By Dio Lewis, A.M., M.D. New York: Clarke Bros. Cloth. \$1.50.

Practical Astronomy as Applied to Geodesy and Navigation. By C. L. Doolittle. New York: Jno. Wiley & Sons. Cloth. \$4.00.

Students' Manual of Exercises for Translating into German. By A. Lodeman, M.A. New York: G. P. Putnam's Sons. Cloth. 50 cents.

HORSFORD'S ACID PHOSPHATE, FOR WAKEFULNESS.

Dr. WM. P. CLOTHIER, Buffalo, N. Y., says: "I prescribed it for a Catholic priest, who was a hard student, for wakefulness, extreme nervousness, etc. He reports great benefit."

WHILE the Union troops were marching through a Maryland town during Lee's invasion some of the stragglers broke into a bakery, and as one of them issued forth, bearing a loaf of bread on his bayonet, an Irish soldier cried out: "Liftinint! Liftinint! be jabbers there goes a man wid the staff of life on the point of death."

FREDDY went to Sunday-school. He was in the infant class. One day his father said to him: "How is this, Freddy? You have been going to Sunday-school for some time and have never yet brought home a good ticket. I am really ashamed of you." "Papa," said the culprit, "I'll bring home a good ticket next Sunday, if I have to hook it!"

"HALLO!" said a policeman the other night to Brown. "What are you sitting out here in the cold for? Why don't you go into the house? Have you lost the key?" "No," responded Brown; "I—hic—haven't lost the key. I've—hic—lost the keyhole."

IMPORTANT.

When you visit or leave New York City, save Baggage Expressage and \$3 Carriage Hire, and stop at the Grand Union Hotel, on the Grand Central Depot. 600 Elegant rooms fitted up at a cost of one million dollars, at \$1 and upwards per day. European Plan. Elevator. Restaurant supplied with the best. Horse cars, stages and elevated railroad to all depots. Families can live better for less money at the Grand Union Hotel than at any other first-class hotel in the city.

"AND so you have received a divorce from that vagabond husband of yours, Mrs. Smith?"

"Yes, I am glad to say that I have."

"Didn't you feel quite overpowered when you heard the decision of the judge?"

"Not exactly. I felt sort of unmanly, so to speak."

TEACHERS,

Young Ladies, and Gentlemen,
CAN LEARN

**BOOK-KEEPING
BY CORRESPONDENCE,**
IN A SHORT TIME AND AT TRIFLING COST.

For details of plan, address W. N. HULL, A. M. Cedar Falls, Iowa. Prof. in State Nor. School.

OUR SCHOOL AIDS are the best and cheapest system for conducting schools in good quiet order. Each set contains 100 pretty chromo credit cards, 50 large beautiful chromo merit cards, and 10 large chromo excelsior cards; price per set \$1; half set 50c. 500 new designs brilliant artistic chromo school reward, excelsior, merit, credit, diploma, birthday, Easter, friendship, remembrance, address, visiting, Christmas, New Year, scripture, and gift cards at 6, 10, 15, 20 and 50c. per dozen. Large set samples 25c. If you do not care to order sample send any amount you wish, stating number and kinds of cards wanted, and we will surely please. Stamps taken. FINE ART PUB. CO., WARREN, PA.

DYSPEPSIA

Does not get well of itself; it requires careful, persistent attention and a remedy that will assist nature to throw off the causes and tone up the digestive organs till they perform their duties willingly. Mrs. Bosworth, of Amherst, N. H., after trying many "sure cures" without benefit, found that

Hood's Sarsaparilla

hit the nail on the head and restored her to health. Among the agonies experienced by the dyspeptic, are distress before or after eating, loss of appetite, irregularities of the bowels, wind or gas and pain in the stomach, heart-burn, sour stomach, etc., causing mental depression, nervous irritability and sleeplessness. If you are discouraged by the good cheer and try Sarsaparilla. It has cured hundreds, it will cure you. Give it a fair chance. Prepared only by C. L. HOOD & CO., Lowell, Mass. Price \$1.00.

SCHOOL DIRECTORY.

LA PORTE KINDERGARTEN TRAINING SCHOOL

This school offers superior advantages to ladies who desire to become Kindergartners. Send for circulars to **Mrs. EUDORA HAILMAN, La Porte, Ind.**

The New York Kindergarten Normal Class

will open on Oct. 2nd, 1885, at 7 East 14th Street, N. Y. Miss S. HARRIS and Miss F. SCHWEDLER, Principals. Address inquiries regarding examination and admission to Miss F. SCHWEDLER, 156 West 24th St., N. Y.

MEDIA (Pa) ACADEMY for Business or College. Special Drill for Backward Boys. Single or double rooms. All students board with Principal, SWITHIN G. SHORTLIFFE (Harvard A. B. and A. M.)

KINDERGARTNERS TRAINED

where opportunities afforded. Send for circular to STATE NORMAL SCHOOL, Oswego, N. Y.

JEWETT'S



BEWARE!
OF IMPURE WATER
Jewett's Patent Filters, with filling of prepared charcoal, render water clear, pure, and healthful for drinking and cooking purposes. These filters have stood the test of one-third of a century, and have a world-wide reputation as the one only reliable filter. A 16-page book of testimonials free to all on application.
John C. Jewett & Son,
BOSTON, U. S. A.

FILTERS.

BOOKS which Teachers must have

CHILDREN'S HOUR.

By MRS. M. R. C. SLADE. Containing Dialogues, Speeches, Action Songs, Tableaux, Charades, Blackboard Exercises, Juvenile Comedies, etc. for Primary Schools, Kindergartens, and Juvenile Entertainments. 1 vol., 16mo, boards. Price, 50 cts.

EXHIBITION DAYS.

By MRS. M. R. C. SLADE. Dialogues, Speeches, Tableaux, Charades, Blackboard Exercises, etc., adapted to scholars in the Common, Grammar, and High Schools. 1 vol., 16mo, boards. Price, 50 cts.

NATIONAL KINDERGARTEN SONGS AND PLAYS.

Written and collected by MRS. LOUISA POLLOCK, Principal of National Kindergarten Normal Institute, Washington, D.C. 1 vol., 16mo, boards. Price 50 cts.

CHARADES AND PANTOMIMES.

For School and Home Entertainment; with additions by OLIVER OPTIC. 1 vol., 16mo, boards. Price 50 cts.

POPULAR AMUSEMENTS.

For School and Home, with additions by OLIVER OPTIC. 1 vol., 16mo, boards. Price, 50 cts.

THE NEW ENGLISH.

By C. M. BARNARD. 1 vol., 16mo., boards. Price, 50 cts.

MANUAL OF GYMNASIAC EXERCISES.

By SAM'L W. MASON, Supervisor of Boston Schools. 1 vol., 16mo. Price, 40 cts.

Any of the above sent by mail, postage paid, on receipt of price.

HENRY A. YOUNG & CO.,

55 Franklin St., Boston.

Agents for Dennison's Plays. Send for Catalogue. Best variety of this class of books in the country.

Princes, Authors & Statesmen of Our Time.

By JAMES T. FIELING, E. P. WHITFIELD, CAROL FARRAR, ARCHIBALD FORBES, LOUISE CHANDLER MOULTON, MAMIE DICKERSON, and others.
EDITED BY JAMES PARTON.

Royal 8vo, with over 60 illustrations, \$2.75

Excerpt from Preface.

"Few volumes have ever been published containing so many interesting names, whether as subjects or as authors; and I believe there is nothing in any of them which violates the reasonable privacy of public individuals."

If I may judge from my own pleasure in reading these sketches, the reader will find most of them to possess unusual interest. He will have the pleasure of seeing Charles Dickens in his most engaging hours, delineated by his daughter; and Dean Stanley of Westminster Abbey, described by Canon Farrar, his associate and colleague. He will see Thackeray, sitting on a trunk, chatting with a chance acquaintance; and the illustrious Victor Hugo, as he appeared day by day to his secretary and amanuensis. Emerson, Longfellow, Prescott, Willis, Whittier, Beaconsfield, Gladstone, Macaulay, Chateau, and many others, are described for us here by those who have seen and known them well. Here, also, are emperors, kings, queens, princes, and other ornamental personages, who excite the curiosity even of the staunchest Republicans, often their compassion and sometimes their cordial respect."

THOMAS Y. CROWELL & CO.,

13 Astor Place, New York.

PEOPLE'S LINE.

—STEAMERS—

DREW and DEAN RICHMOND.

The Popular Passenger Evening Line

ON THE HUDSON RIVER.

Leaves NEW YORK for ALBANY from Pier 41 North River, foot of Canal Street every day at 6 P. M.

Tickets sold and Baggage checked to all points, North, East and West. Leave ALBANY for NEW YORK, at 8 P. M.

New York Central and Hudson River Railroad Tickets good for Passage and Stateroom berths.

J. H. ALLAIRE, General Ticket Agent.

M. B. WATERS,

General Passenger Agent, Pier 41 N. R., N. Y.

JUST PUBLISHED.

A COMPLETE RHETORIC,

By Prof. A. H. WELSH.

Retail Price, - - - \$1.50.

Fifth Edition now ready of

DEVELOPMENT of ENGLISH LITERATURE and LANGUAGE. By Prof. A. H. Welsh.

University Edition, 1 vol., Unabridged, Retail Price, - - - \$3.

Library Edition, 2 vols., Crown Octavo, Cloth, Retail Price, - - - \$4.

No other work on English Literature from the American press has received such unqualified and almost universal praise. It has been introduced in Yale College, Hamilton College, Madison University, Vanderbilt University, and in many other Colleges, Academies, High Schools, etc.

WELSH'S ESSENTIALS OF ENGLISH, Retail Price, \$1.50.

"The best thing published for higher classes in English Grammar. For the private student it is worth its weight in gold."

—Supt. McMillan, Youngstown, O.

WELSH'S ESSENTIALS OF GEOMETRY.

"Welsh's Geometry is used in the Seminary and of it I can speak with unqualified delight."—Miss E. D. Sewall, Prin. of Young Ladies' Seminary, Freehold, N. J.

"It is a grand book, and merits the high praise it receives."—J. M. Smith, Supt. of Schools, Danbury, Conn.

CHITTENDEN'S ELEMENTS OF ENGLISH COMPOSITION.

Tenth Edition, Retail Price, 90c.

"A model work. . . The only form of instruction in composition that has yielded with us anything like substantial results."—W. S. Perry, Supt. of Public Schools, Ann Arbor, Mich.

Maer's New Method for the study of English Literature, Retail Price, \$1.00

Bacon's Manual of Gesture, 1.50

Raymond's Orator's Manual, 1.50

Winchell's Geological Excursions, 1.50

Cross's Eclectic Short Hand, 2.00

Mahan's Mental Philosophy, 1.50

Welsh's Essentials of Geometry, 1.50

Jones's 1st Lessons in Latin, 1.25

Jones's Latin Prose Composition, 1.00

Zur Brucke's German without Grammar or Dictionary, Part I, .75

Part II, 1.25

Correspondences Invited.

LIBERAL TERMS FOR INTRODUCTION.

Any of our books will be mailed, post-paid, on receipt of price by

S. C. GRIGGS & CO.

PUBLISHERS, CHICAGO.

GRAND COMBINATION!

Consolidation of

TREASURE-TROVE

—AND—

PUPIL'S COMPANION,

Into One Large Magazine of 32 pages, combining the best and most attractive features and departments of each.

It is Devoted to the Best Interests of Young People in School and Out.

BEAUTIFULLY ILLUSTRATED, INTERESTING, AND INSTRUCTIVE.

SUBSCRIPTION PRICE \$1.00 A YEAR; SINGLE COPY 10 CENTS.

THOUSANDS OF TEACHERS from all over the country have subscribed for these magazines when they were published separately, and have said they "would not do without them for more than double the price;" now the magazines are combined into a beautiful Illustrated Monthly, which is worth many times the value of each separately, at only \$1.00 per year.

32 Pages of Reading Matter in every Number.

TEACHERS AND PARENTS! TREASURE-TROVE and PUPIL'S COMPANION is the most Entertaining and Instructive Magazine you can place into the hands of your Boys and Girls. By its special arrangement of valuable articles it is also the most practical magazine published for Supplementary Reading in school.

Further premium offers, club rates, special terms to agents, etc., sent on application. Send 10 cents for copy September number. This will be deducted from price when you subscribe, as you certainly will after reading the September number. AGENTS WANTED to whom liberal terms are offered. Address,

E. L. KELLOGG & CO., Educational Publishers, 25 Clinton Place, N. Y.

PARTIAL TABLE OF CONTENTS OF SEPTEMBER NUMBER:

This number will contain among many other articles, the commencement of two highly entertaining and delightful serial stories, "The Winborough Boys, or Ellerslie Park," by the eminent author, the Rev. H. C. Adams, M.A., and "Candalaria: A Story of the Rocky Mountains," by J. A. Owen. Also the following attractive stories complete in this number, "How Two Letters Went Astray," a story of war times for girls, by Elizabeth P. Allen; "Conrad Burghardt's Treasure-Trove," "The Tramp of Socrates and Co. to Mt. Washington," by Rev. Edward A. Rand; also continuation of the very popular serial articles from the *Pupils' Companion*, each complete in one number, as follows: "The Lives of Great Men—Columbus—with Portrait. No. VIII.," "Physiology and Hygiene, or the Doctor's Letters to the Pupils; The Eye. No. XVI.," "Birds and Their Habits—The Quail (illustration). No. VIII.," "Stories from History—Three Pictures from Scottish History. No. VI." Also Question Box, Department for Teachers and Pupils, Original Pen and Picture Series, with illustration for Prize Composition; Pupils' Post Office, Short Stories, Anecdotes, etc., etc. In this number will also appear the names of the winners of the *Waterbury Watches*.

NOW IS THE TIME TO SUBSCRIBE.

Commence your subscription with the Sept. Number.

SPECIAL OFFER FOR SEPTEMBER.

One year's subscription Free, as premium for 3 subscribers and \$3.00. To any one who will send us one subscription, and \$1.00, at this time, we will send four subscriptions for \$3.00 at any time before Oct. 15th. In this way anyone can secure his own subscription Free.

TREASURE-TROVE and PUPIL'S COMPANION,	\$1.00,	and TEACHERS' INSTITUTE,	\$1.00	\$1.75
1.00	"N. Y. SCHOOL JOURNAL,	2.00	2.50	
1.00	"Parker's Talks on Teaching,	1.00	1.75	
1.00	"and Craig's Common School Question Book,	1.50	2.00	
1.00	"Quizzism and Key,	1.00	1.75	
1.00	"Education by Doing,	.60	1.30	

Club Rates to schools at 75 cents per year, in orders of ten or more subscriptions.

HISTORY IN A NUT-SHELL.

That Dr. Schenck's remedies are the oldest standards.
That they are the best known to modern science.
That they have stood every proof without failure.
That they are the most universally recommended.
That they are solely vegetable, and of the purest compounds.
That they are the safest household medicines in use.
That they are sure, direct, and just what is needed.

SCHENCK'S MANDRAKE PILLS

cleanse the mucous membranes of the stomach and bowels of all slime and foreign matter, start the secretions, assist digestion and assimilation, nourish the blood. They relieve the liver of congestion, give it a chance to extract bile poisons from the blood, to make them into good bile, and to secrete just what is needed. They do not tear their way and irritate like most purgatives, but they treat all the surfaces and organs, so that the entire system responds.

That they are based on scientific principles.

That they are entirely rational and natural.

That they always do what is claimed for them.

That they work on the system in the way claimed.

That they work together for the greatest good.

That they are not like new and untried medicines.

That they need no praise, but only simple mention of merit.

SCHENCK'S SEAWEED TONIC.

A powerful toning, purifying, and nourishing principle. It comes to the rescue of the system when it has run very low, or where the organs are weak after long inaction or through disease.

That they are in every careful, thoughtful home.

That they are the best correctives of the stomach.

That they prevent more diseases than any known remedies.

That they give the quickest relief to the liver.

That they hold all the ground they gain.

That they are equally safe for man, woman, and child.

SCHENCK'S PULMONIC SYRUP.

The agency of this powerful solvent of tubercles, and its work in clearing out the lungs and healing up the cavities, can best be learned from Dr. Schenck's new volume upon the Lungs and their diseases. A perusal of this carefully prepared and plainly written book will repay any one, whether afflicted or not. It is sent free on application.

DR. SCHENCK'S MEDICINES:

Old Family Standards.) PULMONIC SYRUP, SEAWEED TONIC AND MANDRAKE PILLS

are for sale by all druggists. Full directions with each package. Address all communications to Dr. J. H. Schenck & Son, Philadelphia, Pa.

"You say there is no timber on the cattle ranges?" asked the professor.

"Not a bush," replied the cowboy; "not a twig."

"No coal, no driftwood in the streams, no fuel of any kind?"

"Not a chip, sir."

"Then how do you cook your meals?"

"On the range," said the cowboy.

And the professor was just going to ask, "What range?" when he suddenly remembered that it was time to wind his watch.

Publisher's Department.

English literature and rhetoric has of late years rapidly been assuming its place of prime importance among our studies; and all progressive teachers will hail with delight the new editions of those excellent works published by Messrs. S. C. Griggs & Co., of Chicago. We refer to the Complete Rhetoric of Prof. A. H. Welsh, also the same author's Essentials of English, and Chittenden's Composition. The firm publishes many other good works whose titles appear on its latest catalogue. We refer readers to the advertisement on another page.

If you are wise you will not take iced drinks in this uncertain weather, but if you do, let it be iced tea, which is indeed a refreshing beverage. No less so when hot, to be sure, and the days are speedily coming upon us when it will be preferred hot, and the place to buy is the Great American Tea Co., of 81 Vesey St., New York. They offer also extraordinary inducements in the way of Decorated China Sets—something always useful as well as ornamental.

Now, when schools are opening again, microscopes will be in renewed demand for classes in zoology and kindred studies, and, indeed, at all times a microscope is a source of delight to all. Schools desiring this or any other variety of optical goods will do well to send to Messrs. Queen & Co., 924 Chestnut Street, Philadelphia, for their catalogues, which include, beside optical goods, all kinds of drawing instruments, philosophical and chemical apparatus.

The New Orleans Times-Democrat, in speaking of the closing of the Exposition, pays tribute to the Ohio exhibit as follows: "The drawings from Columbus public schools, W. S. Goodnough, Superintendent of Drawing, are conceded to be unsurpassed in the Exhibition. The logical arrangement of the drawings have excited general admiration and attracted the attention of educators from all over the country. The Commissioner from Japan was so delighted with the work that he made an urgent request for this exhibit for the National Educational Museum in his native country." None but Dixon's American Graphite Pencils were used for these drawings.

The Natural Method, No 3, Vol. II., will be sent on application to students and teachers of modern languages. "Stern School of Languages, of N. Y. City," New York.

School days are at hand again! Teachers and school boards, and the pupils themselves, are all interested in obtaining the very best books. So we advise them to give careful notice to the fine list published by Messrs. D. Appleton & Co., of New York. Their Natural History Series of Instructive Reading Books, by Prof. James Johnnot, has obtained a well-deserved reputation. Their Chart Primer, Introductory Fourth Reader, Manuals of Drawing, and their Science and Language books, all hold a high rank and ought to be thoroughly inspected before going elsewhere.

Prof. Charlton returned on Monday on the steamer "Servia." His many friends will be pleased to learn that he spent a very enjoyable vacation abroad, and that he can be found at his desk again as hard at work as ever.

The Popular Spelling Book, published by Messrs. J. B. Lippincott & Co., of Philadelphia, bids fair to be as popular in fact as its name indicates. The words in this collection are not arbitrarily selected: the principle of comparison and contrast has been observed. Free use has been made of illustrative selections, chiefly from English poetry. Considerable attention has been given to orthography, and there are several lessons, consisting of words often mispronounced, and special attention is given to "homonyms." Descriptive catalogues will be sent to any address on application.

A book that is sure to be very widely read and appreciated has just been issued by Messrs. T. Y. Crowell & Co. It is entitled Princes, Authors, and Statesmen of Our Time. It is edited by James Parton, and has many distinguished contributors. The reader will have the pleasure of seeing Charles Dickens delineated by his daughter; Dean Stanley described by Canon Farrar; Victor Hugo by his secretary, and others equally celebrated, by those that have seen and known them.

The Epidemic of Crime.

Whence comes this epidemic of suicides and murders? Recent discussions have named several causes. Hon. C. H. Reeve of Indiana charges it to infidel teachings—holding that hopelessness of a future state cripples fortitude for bearing life's ills. Another declares suffering from the universal business depression the cause. A third writer attributes it to increasing insanity, a physician thinks much of the tendency is inherited, while temperance advocates lay the responsibility upon strong drink.

Free-thinkers have committed suicide, but so have orthodox churchmen. Financial straits have beset many, but the wealthy have also taken their life.

Insanity and dissipation have preceded suicides and family murders. One feature common to almost every such crime challenges attention. Well nigh every report of suicide and family murder mentions the perpetrator as having "for some time been subject to melancholy." Whence comes this? All recognized medical authorities tell us that the fire which consumes the brain is always kindled by derangements of digestion; that good digestion is impossible without pure blood, and pure blood is never known when the liver and kidneys are out of order. Under such circumstances, a preventive should be sought, and for this Warner's safe cure is sovereign—a fact conceded by the best authorities in the land, and it is especially commended by the celebrated Dr. Dio Lewis. —Rochester Democrat.

ELY'S CREAM BALM CATARRH

Cleanses the Head, Allays Inflammation. Heals Sores. Restores the Senses of taste, Hearing & Smell. A Quick Relief. A Positive Cure.

CREAM BALM HAS GAINED AN ENVIABLE REPUTATION, displacing all other preparations. A particle is applied into each nostril. No pain; agreeable to use. Price 50c by mail or at druggists. Send for circular. ELY BROTHERS, Druggists, Owego, N. Y.

STATEN ISLAND FANCY DYEING ESTABLISHMENT,
Office, 5 & 7 John St., New York.
1199 Broadway, near 39th St., N. Y.
BRANCH: 279 Fulton St., Brooklyn.
47 North Eighth St., Phila.
43 North Charles St., Baltimore.
40 Bedford St., Boston.

DRY CLEANING AND REFINISH DRESS GOODS AND GARMENTS. Ladies' Dresses, Coats, Robes, &c., of all fabrics, and of the most elaborate styles, cleaned or dyed successfully without ripping. Gentlemen's Garments cleaned or dyed whole. Gowns, Window Shades, Table Covers, Carpets, &c., cleaned or dyed. Employing the best attainable skill and most improved appliances, and having systematized anew every department of our business, we can confidently promise the best results, and unusually prompt return of goods. Correspondence invited. Goods received and returned by express and mail. Send for Circular and Price List.

ARRETT, NEPHEWS & CO.,
5 and 7 John St., N. Y.

T. G. SELLEW,
MANUFACTURER OF
DESKS,
OFFICE AND LIBRARY FURNITURE.
111 Fulton St., New York.

Fine Cylinder and Roll Top Desks.

McShane Bell Foundry,
Manufacture those celebrated Bells and Chimes for Schools, Colleges, &c. Prices and catalogues sent free. Address: H. McSHANE & CO., Baltimore, Md.

ANGLO-SWISS MILK FOOD,
For Children PAST Teething.
Write us for testimonials of the medical profession regarding it.
ANGLO-SWISS CONDENSED MILK CO.
P. O. Box 3773. 86 HUDSON STREET, NEW-YORK.

RAVEN SHOE **BUTTON'S GLOSS DRESSING**
Is absolutely the best. Softens leather, contains oil, gives natural finish, actually makes shoes wear longer.
BUTTON & OTLEY,
Leading Shoe Dealers everywhere recommend it. It is more economical than other dressings. Take no other.
N. Y. C., NEW YORK.

R. H. MACY & CO.,
14th ST., SIXTH AVE., and 13th ST.
NEW YORK.

GRAND CENTRAL FANCY AND DRY GOODS ESTABLISHMENT.

OUR SEMI-ANNUAL INVENTORY IS NOW COMPLETED, AND STOCK REPLENISHED WITH

SEASONABLE GOODS

OUR CUSTOMERS RESIDING IN THE

COUNTRY

OR THOSE VISITING THE

MOUNTAINS

OR

SEA-SHORE,

CAN RELY ON HAVING THEIR

ORDERS BY MAIL

CAREFULLY EXECUTED AND PROMPTLY SHIPPED.

OUR PRICES

ARE ALWAYS THE LOWEST.

R. H. MACY & CO.

6 DRESS REFORM. 6
Union Undergarments.
Vest and Drawers in One.
EQUPOISE.

Made in all weights of Merino, Cashmere and all wool: Chemise, Princess Skirts, Aprons, Emancipation, Dress Reform, and Comfort Waists. Corded Waists a Specialty. Shoulder Straps and Corsets combined, shoulder straps, Abdominal Supporters, Gynecologic Bandages, etc. Stocking Supporters. Sanitary Stockings, etc. Custom work promptly attended to. NEW ENLARGED ILLUSTRATED CATALOGUE FREE. MRS. A. FLETCHER, 6 East 14th St., N. Y.

EPPS'S
GRATEFUL-COMFORTING.
COCOA

GOOD NEWS TO LADIES!
Greatest inducements ever offered. Now's your time to get up orders for our celebrated Tea and Coffee, and secure a beautiful Gold Band or Moss Rose China Tea Set, or Handsome Decorated Tea Set, or Gold Band Moss Decorated Toilet Set. For full particulars address THE GREAT AMERICAN TEA CO., 31 and 33 Vesey St., New York.

NOVELTY RUG MACHINE
(Pat. Dec. 27, 1881.) For making Rugs, Tapes, Hosiery, Mittens, etc. Sent by mail, illustrations, Price, \$1. Address: Wm. H. H. & Co., 100 Nassau St., New York. Address: E. ROSS & CO., Toledo, O.

A Wonderful Remedy.

The value of Ayer's Cherry Pectoral, in the protection it affords from the dangers of pulmonary disorders, cannot be over-estimated. Mr. C. K. Phillips, Pittsburg, Pa., writes: "About three years ago I had severe Laryngitis, which resulted in chronic hoarseness. By the use of Ayer's Cherry Pectoral I have since entirely regained my health." Mr. Henry Russell, Excelsior Printing Co., New York, writes: "Influenza became epidemic in my neighborhood. Several members of my family suffered severely with it, all of whom took Ayer's Cherry Pectoral, and were cured by it in a few days. It is a wonderful medicine for Influenza. Too much cannot be said in its favor."

E. M. Sargent, 41 Andover St., Lowell, Mass., says: "I commenced using Ayer's Cherry Pectoral about the year 1842, as a family medicine, for Coughs and Colds, and have always kept it in my house since that time. I consider it the best remedy that can be had for these complaints." Dr. J. B. Robertson, Clayton, N. C., writes: "I have used Ayer's Cherry Pectoral, in my family and practice, for a number of years, and have no hesitation in recommending it. It is an admirable preparation, and well-qualified to do all that is claimed for it." E. J. Styers, Germantown, N. C., writes: "Ayer's Cherry Pectoral is the best Cough preparation I ever saw. It gives instant relief."

Ayer's Cherry Pectoral

has cured a Cough in a few doses. It always relieves irritation of the lungs or throat, and arrests the tendency to inflammation. It strikes at the foundation of all Pulmonary diseases, is without a rival as an expectorant, and is a sure cure for the most obstinate Coughs and Colds. L. Garrett, Texana, Texas, writes: "I have used Ayer's Cherry Pectoral in my family for twenty years. For throat and lung diseases, I consider it a wonderful remedy."

Ayer's Cherry Pectoral.

PREPARED BY

Dr. J. C. Ayer & Co., (Analytical Chemists), Lowell, Mass.

For sale by all Druggists.

TEACHERS' AGENCIES.

COLLEGES, SCHOOLS, AND

Families promptly provided with teachers, with best American or Foreign Teachers. Positions secured for Governesses, Tutors, Grade Teachers, Specialists, and principals. Information of good schools free to parents. School property sold and rented.

J. RANSOM BRIDGE & CO.

EASTERN TEACHERS' INSTITUTE,
110 Tremont Street, Boston, Mass.

BROCKWAY TEACHERS' AGENCY.

Rooms 7-8, Times Building, Chicago, supplies Schools, Families and Colleges with teachers, and teachers with positions. Recommends good schools to parents.

MRS. L. F. BROCKWAY, Manager.
ESTABLISHED 1880.
ENDORSED BY LEADING EDUCATORS.

THE UNION TEACHERS' AGENCY.

1. Furnishes first-class teachers for any grade.
2. Aids teachers in obtaining positions.

Send stamp for application form and circular to
A. LOVELL & CO., Managers,
16 Astor Place, New York.

N.B. We have now on our books a large number of "calls for teachers" at good salaries.

NEW DEPARTURE

Good Teachers Registered Free.

Over 100 vacancies (May 9th) and more coming large variety; salaries, \$300 to \$2,500. Register NOW. Form for stamp.

SCHOOL OFFICERS WANTING TEACHERS will find our plan and service better than any other offered. American School Bureau, 2 W. 4th St., N. Y. R. E. Avery, Manager.

American and Foreign Teachers' Agency,

Introduces to colleges, schools, and families superior Professors, Principals, Assistants, Tutors, and Governesses for every department of instruction; recommends good schools to parents. Call on or address.

Mrs. M. J. YOUNG-FULTON,
American and Foreign Teachers' Agency,
23 Union Square, New York.

BEST TEACHERS,

promptly provided for Families, Schools, and Colleges without charge.

Skilled Teachers supplied with Positions. Circulars of Good Schools free to Parents. School Property rented and sold.

J. W. SCHNEIDERMAN & CO.,
American School Institute, 7 East 14th St., N. Y.

Call at the Dental Rooms

—OF—
DR. J. W. STEWART,

23d Street and 9th Ave.,

If your teeth are needing attention. Reliable Work. Moderate Charges. Plastic fillings for broken down and sensitive teeth a specialty.

Refer to A. M. Kellough, Editor SCHOOL JOURNAL.

This New Class Ring 144 New Stamp Pictures and 19 New Hidden Name Cards, all for 10c. worth 50c. New Sample Book and Program. Write to R. L. JONES & CO., New York, N. Y.

TEACHERS' AGENCIES.

THE TEACHERS' CO-OPERATIVE ASSOCIATION,

170 State St., Chicago, Ill.

ORVILLE BREWER, Manager.

Branches:—NEW YORK CITY, 158 E. 54th St., Mr. J. A. Greene, Manager.—ALLENTOWN, Penn., Dr. A. R. Horne, Manager.—KANSAS CITY, Mo., Prof. J. C. Shibley, Manager.—WESTON, Oregon, President George E. Owen, Manager.

WE HAVE NOW FIVE HUNDRED VACANCIES.

and can recommend any teacher to a position in any grade immediately on receipt of application. We are establishing new branches and our facilities are rapidly increasing.

Registration fee \$2.00.
Two dollars will cover registration in all five of our Agencies.

We need teachers and would like your application on our files. In sending application please state experience, position wanted, branches taught, reference, age, etc., and send copies of testimonials. Now is the time to apply.

Ten dollars will be paid to any teacher who first informs us of a vacancy which we succeed in filling. Send Postal Card for Application Form and Circulars.

THE BOSTON TEACHERS' AGENCY.

Successful Teachers seeking better positions, and Superintendents and committees wanting good Teachers, are invited to apply to Everett O. Fisk

Manager, 13 Tremont Place, Boston.

SOUTHERN SCHOOL AGENCY.

Prof. J. C. Brooks, Sup't. City Schools, Paris, Texas, writes us: "I take pleasure in stating that I have secured for my schools a number of teachers through the Southern School Agency, that I have invariably left the selection entirely in the hands of the 'Front Porch,' and have yet to have an inferior teacher sent me; in fact those assigned to important positions they have filled them well. I do most cordially recommend the 'Southern School Agency' to parties needing teachers and so competent teachers wishing employment. For circulars of information, address S. K. WOOLWINE, Proprietor, 229 1/2 Church St., Nashville, Tenn."

Pennsylvania Educational Bureau.

Business Transacted in all the States and Territories.

It affords me pleasure to state that the Penna. Ed. Bureau furnished us a teacher who is rendering satisfaction in her department. We consider the Bureau conscientious and reliable in the representations it makes and the teachers it furnishes. DR. NATHAN C. SCHMIDT, Principal Keystone State Normal School, Gettysburg, Pa.

For application form and list of testimonials, address

L. B. LANDIS, Manager,
697 Hamilton St., Allentown, Pa.

BOOK AGENTS WANTED

for PLATFORM BOOKS, or LIVING TRUTHS for Men and Women. New series by Dr. J. B. Gough. See book sent by mail.

Every one knows of the late, brilliant say "Gough" is. Everyone knows and cries out "Gough" is. Everyone knows and cries out "Gough" is. Everyone knows and cries out "Gough" is.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail. See book sent by mail.

DURING our civil war, from the evacuation of Fort Sumter, in Charleston Harbor, April 13, 1861, to the surrender of Lee, April 9th, 1865, the lives of 359,496 Union soldiers were sacrificed. Of that number 20,498 died captives in the Southern prisons. Fifteen thousand of that great, grand army rest from war's alarm beneath the green undulating slopes of Arlington. One grave there contains the remains of 2,291 unknown soldiers, gathered all the way from the Rappahannock to Bull Run.

"On Fame's eternal camping-ground Their silent tents are spread; While glory guards with solemn round The bivouac of the dead."

A LITTLE five-year-old boy, who had seen a peacock for the first time, ran into the house, exclaiming to his sister: "Oh, Lizzie, I've seen a great, big, monstrous tail walking around, with a hen tied to it!"

"HERE," said the farmer, as he exhibited a broken jar to a manufacturer, "I packed this jar full of butter, and the jar split from top to bottom. Perhaps you can explain this phenomenon?" "Oh, yes, I can," was the ready reply; "the butter was stronger than the jar."

IN Cuba, when the Government wants to discipline an editor, it suspends his paper for forty days. This is great fun for the editor. He gets a rest, goes fishing, has a good time generally, and his subscribers can't recover a cent for the papers they didn't get.—Burlington Free Press.

FIRST HEN: "There comes the woman to drive us out of the garden." Second hen: Yes, and she is picking up a stone, too! Let us fly out, quick!" "No, no, stay here." "But she is aiming right for us." "Yes, and if we should move we might get hit."—Chicago Times.

A MAN on Long Island tried to drive a nail in a case of nitro-glycerine. If he could have kept himself from scattering over the entire island until he struck the second blow he might have succeeded.

We Caution All Against Them.

The unprecedented success and merit of Ely's Cream Balm—a real cure for catarrh, hay fever, and cold in the head—has induced many adventurers to place catarrh medicines bearing some resemblance in appearance, style or name upon the market, in order to trade upon the reputation of Ely's Cream Balm. Many in your immediate locality will testify in highest commendation of it. Don't be deceived. Buy only Ely's Cream Balm. A particle is applied into each nostril: no pain; agreeable to use. Price fifty cents; of druggists.

"WHAT makes a popular girl?" asked an exchange. We don't know what she makes, but we can safely say that it is something like an embroidered tennis cap.

COMMON COLDS.—Everyone is practically familiar with common colds. The chilliness and shivering, the dullness and languor, the soreness of the throat, pain in the head, and stuffed nostrils. We would recommend a timely use of *Madame Porter's Curative Cough Balsam*. A safe, reliable, and pleasant remedy. Full directions on each bottle. Small bottles 25 cents.

BOSTON SOCIETY NOTE.—"Oh, where does beauty linger?" demands a Quaker City poetess. As a usual thing she lingers in the parlor until her mother has cleaned up the kitchen.

"How my back does ache!" All diseases of the kidneys, retention of urine, and female weaknesses, are cured by Hunt's Remedy.

A SMALL boy was playing truant the other day. When asked if he would not get a whipping when he reached home, he replied: "What is five minutes' lugging to five hours of fun?"

A standard specific and absolute cure is found in the great liver and kidney medicine, Hunt's Remedy. Beware of Imitations.

"If you don't keep out this yard you'll catch it," said a woman to a boy in West Lynn. "All right," answered the gamin; "I wouldn't have come in if I'd known your folks had it!"



It has saved from lingering disease and death hundreds who have been given up by physicians to die.

It cures all Disease of the Kidneys, Bladder, Urinary Organs, Dropsy, Gravel, Diabetes, and Incontinence and Retention of Urine.

It encourages sleep, creates an appetite, braces up the system, and renewed health is the result.

It cures Pain in the Side, Back or Loins, General Debility, Female Complaints, Disturbed Sleep, Loss of Appetite, and Bright's Disease.

SOLID PROOF.

"God loveth a cheerful giver."

Railroad Men.

SPRINGFIELD, MASS., April 23, 1883.

"I am satisfied from personal experience and care that HUNT'S (Kidney and Liver) REMEDY will do just what is claimed for it."—Albert Holt, Paymaster B. & A. R. R.

"Be just in all thy actions."

The Druggists a Unit.

Worcester, Mass., April 11, 1883.

"My druggist, Mr. D. B. Williams, handed me the best kidney medicine he knew of. It was HUNT'S (Kidney and Liver) REMEDY, and acted effectively in my case. Am pleased to recommend it."—C. H. Draper, 223 Main St.

"To destroy an enemy make him your friend."

Marine Engineers.

CLEVELAND, O., June 23, 1883.

"I was troubled with weakness of the kidneys. Did not know the trouble, but constantly grew worse. Urination was painful and accompanied with blood. Noticing an advertisement of HUNT'S (Kidney and Liver) REMEDY, I procured a bottle. I began immediately to improve in many ways. The second bottle left me without pains. My appetite is now good and I feel renewed vigor, thanks to HUNT'S (Kidney and Liver) REMEDY."—William Jones, Marine Engineer, 252 Hanover Street. Price \$1.25. Send for Pamphlet of Testimonials.

HUNT'S REMEDY CO., Providence, R. I.
C. N. CRITTENDON, General Agent, New York.

Questions Answered!!!!

Ask the most eminent physician

Of any school, what is the best thing in the world for allaying all irritation of the nerves, and curing all forms of nervous complaints, giving natural, childlike, refreshing sleep always?

And they will tell you unhesitatingly

"Some form of Hops!"

CHAPTER I.

Ask any or all of the most eminent physicians:

"What is the only remedy that can be relied on to cure all diseases of the kidneys and urinary organs; Bright's disease, diabetes, retention, or inability to retain urine, and all the diseases and ailments peculiar to Women?"

"And they will tell you explicitly and emphatically 'Buchu!'"

Ask the same physicians

"What is the most reliable and surest cure for all liver diseases or dyspepsia, constipation, indigestion, biliousness, malaria; fever, ague, etc., and they will tell you

Mandrake! or Dandelion!!!!

Hence, when these remedies are combined with others equally valuable,

And compounded into Hop Bitters, such a wonderful and mysterious curative power is developed, which is so varied in its operations that no disease or ill-health can possibly exist or resist its power, and yet it is

Harmless for the most frail woman, weakest invalid, or smallest child to use.

CHAPTER II.

"Patients"

"Almost dead or nearly dying"

For years, and given up by physicians, of Bright's and other kidney diseases, liver complaints, severe coughs, called consumption, have been cured.

Women gone nearly crazy!!!!

From agony of neuralgia, nervousness, wakefulness, and various diseases peculiar to women.

People drawn out of shape from excruciating pains of rheumatism, inflammatory and chronic, or suffering from scrofula.

Krypselie!

Biliousness, blood poisoning, dyspepsia, indigestion, and, in fact, almost all diseases frail

Nature is heir to

Have been cured by Hop Bitters, proof of which can be found in every neighborhood in the known world.

None genuine without a bunch of green Hops on the white label. Shun all the vile poisonous stuff with "Hop" or "Hops" in their name.

"The Story of Tim's Journey."

This above comprises the contents of a new and unique work designed for young pupils in drawing for either school or home use. Its title is

THE ORIGINAL DRAWING-BOOK,

By EDWARD L. CHICHESTER.

It is designed and specially adapted for use with Kruis's Synthetic Drawing Course, as supplementary work, though it may be used with any series. It provides for original illustrations of objects described in the story, suitable spaces being left in the text for the purpose, which are to be filled in by the pupil. All know how prone children are to make "pictures" as the walls of many school-rooms and the margins of text-books will testify. With the "Original Drawing-Book," the pupil will be able to gratify this propensity with some definite purpose in view, and his work will not only be in the direction of systematic study of drawing, but it will be of a kind and in a form that will arouse greater interest, and incite a constant effort to excel.

A specimen copy will be mailed, post-paid, to teachers on receipt of 12 cents.
D. APPLETON & CO., Publishers, New York, Boston, Chicago, and San Francisco.

WHERE AID IS NEEDED!

Order Some of These.

HELPS FOR TEACHERS.—Practical work in Geography. By HENRY MCCORMICK, Prof. of Geography in the Illinois Normal University.

A guide for the teacher of Primary, Elementary and Advanced Geography; telling what to teach, and suggestions as to the best method of teaching it. The book also contains a large amount of very valuable geographical information, system of public land surveys, etc., etc. 324 pp., post-paid, \$1.00.

HOW TO TEACH AND STUDY U. S. HISTORY.—By JNO. TRAINER, County Supt. Macon Co., Ill. Consists of Brace Outlines, admirably selected. These will save the teacher much work. Directions for study, are to the point; just what teachers and pupils need. **QUESTIONS WITH ANSWERS**, about 1,000, will arouse an interest in any history class. **REVIEW QUESTIONS** cover all important points in history. Seven thousand copies of this work have been sold, and still the sale is increasing. I have scores of the most flattering testimonials. 225 pp., post-paid, \$1.00.

CURIOUS COBWEBS.—225 questions upon miscellaneous subjects. Will arouse an interest in schools and home. Price, 20c.

FAVORITE SPEAKER SERIES.—Primary, 20c.; Intermediate, 25c.; Higher (out in Oct.), 30c. Also a host of other Speakers and Dialogue Books.

DRAWING DESIGNS.—120 on Sheets. Any teacher can use them to advantage. Price, 20c.

NEW CATALOGUE.—32 pp. Brim full of Descriptions, etc., of Helps, Aids, School Games

Singing Books, Speakers, etc., etc.

Don't fail to write me.

A. FLANAGAN,
163 RANDOLPH ST., CHICAGO.

COWPERTHWAIT & CO.

PUBLISHERS,
238 Chestnut St.
PHILADELPHIA.

15 Bromfield St.
BOSTON.

16 Astor Place.
NEW YORK.

155 Wabash Ave.
CHICAGO.

MONROE'S Readers & Spellers.
MONROE'S Supplem'y Readers.
MONROE'S Reading Charts.
Business-Standard Copy-Books.
WARREN'S New Geographies.
GREENE'S New Grammars.
POWELL'S Language Series.
NAGAR'S Mathematics.
BERARD'S New U. S. History.
GOODRICH'S Child's History.
BOYSE'S American Literature.
BOYSE'S English Literature.
APPLETON'S Young Chemist.
PARKER'S Arithmetical Charts.

SOWER, POTTS & CO., PHILADELPHIA.

THE NORMAL EDUCATIONAL SERIES.

Dr. Brooks's Normal Mathematical Course.

1. Standard Arith. Course, in Four Books.

2. Union Arith. Course, in Two Books, combining Mental and Written.

Brooks's Higher Arithmetic.

Brooks's Normal Algebra.

Brooks's Geometry and Trigonometry.

Brooks's Philosophy of Arithmetic.

Manuals of Methods and Keys to the Above.

Montgomery's Nor. Union System Indust. Drawing.

Lyle's Bookkeeper and Blanks.

Diagrams! Diagrams! Diagrams! GRAMMAR AND ANALYSIS

MADE EASY AND ATTRACTIVE BY

DIAGRAMS.

The most complete work on grammatical diagrams yet published. It contains 110 pages of engraved diagrams, about 600 different sentences, comprising ALL the difficult sentences of Harvey's Grammar (both old and new editions), with many notes and explanations; also difficult sentences from other grammars, and Greene's Analysis, closing with several pages of miscellaneous sentences, verbal analysis and parsing. Price, \$1.35.

Sent prepaid to any address on receipt of price.

Address the author.

F. V. IRISH, Institute Instructor, Lima, Allen Co., O.

Prof. F. V. Irish of Lima, Ohio, is competent to do excellent work in Teachers' Institutes. He is scholarly and progressive and possesses the art of talking to teachers. His book, *Grammar and Analysis made Easy and Attractive by Diagrams* must command the attention of progressive teachers and superintendents of schools. Hon. LaRoy D. Brown, Ohio State Commissioner of Common Schools.

CHARLES De SILVER & SONS,

No. (G) 1103 Walnut Street, Philadelphia,

PUBLISHERS OF

INTERLINEAR CLASSICS.

"We do amuse to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.

Virgil, Caesar, Horace, Cicero, Sallust, Ovid Juvenal, Livy, Homer's Iliad, Gospel of St. John and Xenophon's Anabasis, each, to Teachers \$1.50.

Clark's Practical and Progressive Latin Grammar; adapted to the Interlinear Series of Classics, and to all other systems. Price, to Teachers, \$1.10.

Sargent's Standard Speakers, Frost's American Speaker, Finck's School Histories, Lord's School Histories, Manca's French Series, etc.

Sample pages of Interlinears free. Send for terms and new catalogue of all our publications.

PRANG EDUCATIONAL COMPANY.

Publishers and Dealers in Drawing and Artists' Materials.

PUBLISHERS OF

Prang's American Text-Books of Art Education. A System of Drawing used in the leading Cities of the Country. This system has a wider adoption than all other systems united.

Prang's Natural History Series for Schools. Intended to be used as aids for Object Teaching.

Prang's Natural History Series for Children. Intended to be used for Supplementary Reading.

Prang's Trades and Occupations. Splendidly Illustrated for Object Teaching.

Prang's Color Chart. For Teaching Color in Primary Schools. (ADOPTED BY BOSTON SCHOOL BOARD.)

MANUFACTURERS OF

Prang's Drawing Models, Prang's School Pencils, Prang's School Compasses.

For Catalogues and particulars, address

THE PRANG EDUCATIONAL CO.,

7 PARK STREET, BOSTON.

WARREN AVENUE, CHICAGO.

Number Tablets

FOR

Supplementary Work

IN

ARITHMETIC

(Patent applied for.)

STANDARD PUBLICATIONS.

P. D. AND S. COPY-BOOKS, issued in 1840.

BARTHOLOMEW'S DRAWING BOOKS, issued in 1844.

DINSMORE'S SPELLING BLANKS.

MOVICAR'S SPELLING BLANKS.

PATTERSON'S COMPOSITION BOOKS.

WILSON'S TREATISE ON PUNCTUATION.

GILLET AND RALPH'S NEW WORKS ON PHYSICS.

For complete Price List, address the publishers.

NEW PUBLICATIONS.

NUMBER TABLETS: 7 numbers now ready.

HOWARD'S PRACTICAL SERIES IN ARITHMETIC: Complete Arithmetic, 128 pp.

Elementary Arithmetic, 112 pp.

DINSMORE'S MODEL SCRIPT SPELLING BLANKS.

STANDARD COMPOSITION BOOK.

BOND'S STAFF-RULED WRITING BOOK.

DINSMORE'S FIRST LESSONS IN PHYSIOLOGY.

Other works in press.

For samples, address the publishers,

POTTER, AINSWORTH & CO.,

Boston, New York, Chicago.

-NOW READY- I. CHILD'S HEALTH PRIMER

For the youngest scholars. 12mo, cloth, illustrated. 90 cents.

II. HYGIENE FOR YOUNG PEOPLE.

Intermediate classes. 12mo, cloth, illustrated, 50 cents.

III. STEELE'S HYGIENIC PHYSIOLOGY.

For High Schools and Academies. 12mo, cloth, illustrated, \$1.00. The same abridged, 50 cents.

This is the Series that fully complies with the laws lately passed in Massachusetts, Maine, New Hampshire, New York, Pennsylvania, Michigan, Iowa, Nebraska, Alabama and other states. It has been widely adopted in Towns, Counties, and States, notably Kentucky, Oregon, Delaware and Michigan, and is strongly endorsed by a host of educators. It is the only series recommended by the framers of the law, and by the Superintendent of Scientific Instruction.

Send for specimen pages or descriptive circulars. Address
A. S. BARNES & CO., Publishers, 111 & 113 William Street, New York.

THE ONLY PHYSIOLOGY PUBLISHED,

Suitable for Primary and Intermediate Grades, is

OBJECT LESSONS ON THE HUMAN BODY.

By MISS S. F. BUCKELEW, AND MISS M. W. LEWIS.

Teachers' Edition, 12mo., Illustrated, 75c. per Copy. Pupil's Edition, 12mo. Illustrated, 40c. per Copy.

Under the N. Y. State Temperance Law, this book has been adopted in the following places:—Albany, Cohoes, Saratoga Springs, Kingston, Yonkers, Middletown, Binghamton, Elmira, Batavia, Lockport, Albion, Flushing, Rye, Sing Sing, Stapleton, and a large number of other important towns in the State.

A. LOVELL & CO., Publishers, 16 Astor Place, N.Y.

SADLER'S

Hand-Book of Arithmetic.

Less than 400 Pages—More than 5000 Problems.

Essentials Carefully Retained,

Non-essentials Rigorously Excluded.

Addresses the Understanding,

Relieves the Memory.

A MODERN TEXT-BOOK FOR MODERN TEACHERS.

Contains no tantalizing rules or definitions, no theoretical abstractions, to get and forget; but, instead, delights both teacher and pupil by strictly confining itself to its province of teaching practical arithmetic in a practical way. It first shows, by original and ingenious sets of inductive questions, how problems should be worked; and then presents examples in sufficient number to afford the most ample practice for every grade of pupil, from the intermediate to the highest. It is to advanced instruction in arithmetic what WARREN COLBURN'S FIRST LESSONS is to primary instruction. Progressive teachers, it will be certain to please you. Try it. You run no risk.

Price: Complete, \$1; Part I (to Percentage), 45 cts.; Part II, 70 cts.; with the privilege of returning the book within 30 days and having your money refunded if you are not pleased. AS A TEACHER'S DESK COPY FROM WHICH TO SELECT PROBLEMS FOR SUPPLEMENTARY CLASS WORK, THE HAND-BOOK HAS NO EQUAL.

If, however, you wish a self-instructing arithmetic, send for

SADLER'S INDUCTIVE ARITHMETIC.

It contains every principle of arithmetic, custom of business, item of information, and form of solution which you will be likely to need. Favorably criticised by the leading educational journals. Read what they say:

One of the most admirable works upon arithmetic that we have seen.—*N. C. Teacher* Commends itself for its lucid explanations.—*Normal and Scientific Teacher*. The most helpful book yet issued from which to draw problems.—*School Education*. An authority on figures, as Webster or Worcester on words.—*School Supplement*. A type of the text-book of the future.—*Penna. Ed. Journal*. Compiled by thorough and experienced teachers who are well versed in the needs of the class-room.—*Normal Monthly*.

The most approved methods of performing numerical computations.—*High School Review*.

Gives many new principles and methods of solution.—*National Educator*.

Peculiarly adapted for use in normal schools, high schools and academies.—*Home and School Visitor*.

Teachers will find it a most excellent book of reference.—*School Educator*.

Highly commended to teachers who wish to elevate their profession above the dull routine and mechanical processes of the old school.—*School Journal*.

Places within reach of the pupil in clear, direct language, a full knowledge of what he will have to practice in active life.—*Boston Journal of Education*.

In the full sense of the word, a complete and practical arithmetic, and full to the brim of examples from practical life.—*American Journal of Education*.

Its excellent definitions, clear solutions, and full explanations make it of great value to teachers who wish to improve themselves in this branch.—*Primes, Teacher*.

Price: Complete, \$1.50; Part I (to Percentage), 95 cts.; Part II, \$1; with a guarantee to refund the money on return of the book, if unsatisfactory, within 30 days.

AS A REFERENCE BOOK TO YOUNG OR INEXPERIENCED TEACHERS, OUR INDUCTIVE ARITHMETIC IS UNRIVALLED.

10 CENTS-A VOLUME CONTAINING

pages from the Inductive Arithmetic will be mailed to any address post paid for 10c.

Principals of Commercial Colleges and Business Institutes who contemplate a change of

arithmetics, should examine a copy of SADLER'S COUNTING-HOUSE ARITHMETIC, introduced in more Business Colleges than any other arithmetic; and highly endorsed wherever used. Send for circular containing testimonials. Price: Complete, \$2; Part I (to Percentage), 75 cts.; Part II, \$1.50.

ORTON & SADLER'S BUSINESS CALCULATOR \$1.00.

We send no complimentary copies of any of our publications; but guarantee satisfaction, or refund the money on return of the book within 30 days.

All of our arithmetics are published with or without answers.

Liberal inducements for exchange or first introduction.

Address all orders and correspondence to

W. H. SADLER, Pres't,

BRYANT, STRATTON AND SADLER BUSINESS COLLEGE,

6 & 8 N. CHARLES ST.,

BALTIMORE, MD.

THE NATURAL ARITHMETIC

By Z. RICHARDS, A.M.

FOR ELEMENTARY SCHOOLS.

Based on the idea that a large part of the matter in common arithmetics is of no practical use to nine-tenths of the children in elementary schools; that the fundamental principles involved in the use of numbers are few, and that at least one-half of the time usually spent in studying arithmetic is wasted in memorizing rules and processes, and in unraveling mysteries which yield no profit even when solved. It is a book which every teacher should possess. It simplifies the teaching of arithmetic, so that it becomes a delight to both teacher and pupil. Sample copy mailed on receipt of 25 cents, the introduction price.

S. R. WINCHELL & CO., Publishers,

88 Metropolitan Block,

Chicago, Illinois.